Manitoba Education

Annual Report
2011-2012

Manitoba

MINISTER
OF EDUCATION

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

His Honour the Honourable Philip S. Lee, C.M., O.M.
Lieutenant Governor of Manitoba
Room 235 Legislative Building
Winnipeg MB R3C 0V8

Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education for the fiscal year ending March 31, 2012.

Respectfully submitted,

Original Signed By:

Honourable Nancy Allan

Manitoba

Education
Deputy Minister
Room 156, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

Honourable Nancy Allan
Minister of Education
168 Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education for the period April 1, 2011 to March 31, 2012. This summary describes core activities and strategic initiatives undertaken during the 2011/12 year.

Manitoba Education's efforts continue to be guided by the Department's mission, vision and overarching goals.

> Mission: To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.
>
> Vision: That every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.
>
> Overarching Goals:
>
> 1. To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.
> 2. To ensure that education practice and policy in Manitoba is guided by the principle of inclusion.
> 3. To significantly increase achievement levels of those students who have been historically less successful.
> 4. To continue to increase the overall provincial graduation rate.

For the 2011/12 fiscal year, core education and strategic initiatives were administered through Manitoba's 37 school divisions and 59 funded independent schools. As of September 30, 2011, 178,025 students were enrolled in Manitoba public schools, 13,837 in funded independent schools and 1,118 students were enrolled in non-funded independent schools. There were also approximately 1,800 home schooling students.

In the 2011/12 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled $1,251.1 million, comprised of $1,202.9 million in Support to Schools and $48.1 million in Capital Funding. In addition, $142.7 million in support was provided through the Education Support Levy (ESL) and PSFB surplus in support of school divisions.

The Department continues to work with the Premier's Advisory Committee on Education, Poverty and Citizenship and the Healthy Child Committee of Cabinet to address social and economic barriers to education.

Through the introduction of *The Preparing Students for Success Act*, the Department has been working with school divisions to ensure that students remain engaged with learning and their school to support more students reaching graduation or acquiring relevant job and employment skills training before entering the work force. *The Preparing Students for Success Act* came into effect in September 2011 increasing the compulsory school age from 16 to 18. Through the Learning to Age 18 Coordinator grant, the Department will continue to support the efforts of local school divisions to expand and enhance the innovative programs that engage students in learning.

In 2012, the Department worked closely with stakeholders to develop a strategy to implement the K to 3 Class Size Initiative to reduce the number of students in K to 3 classrooms across the province over the next five years. By September 2017, school divisions will be required to have 20 or fewer students in 90% of their K to 3 classrooms.

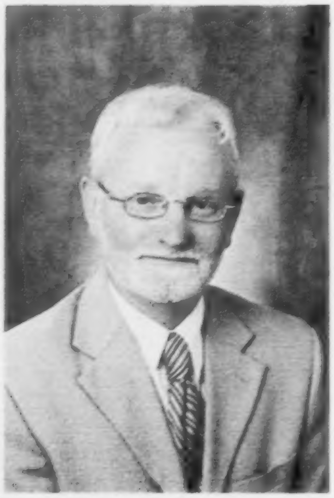
The task of developing a new provincial "parent-friendly" provincial report card was completed in 2012. A great deal of work has gone into developing a report card that provides parents with consistent, clear information about how well their children are learning and to identify steps to be taken to improve outcomes where appropriate. Voluntary implementation will take place in 2012/13 with full, mandatory implementation for all schools in the 2013/14 school year.

It is an honour and a privilege to present this Report as a summary of the valuable work of so many departmental employees and partners during 2011/12.

Respectfully submitted,

Original Signed By:

Gerald Farthing, Ph.D.
Deputy Minister



Manitoba

Éducation
Sous-ministre
Bureau 156, Palais législatif, Winnipeg (Manitoba) Canada R3C 0V8

Madame Nancy Allan
Ministre de l'Éducation
Palais législatif, bureau 168
Winnipeg (Manitoba) R3C 0V8

Madame la Ministre,

Je suis heureux de vous présenter le rapport annuel du ministère de l'Éducation du Manitoba pour la période du 1er avril 2011 au 31 mars 2012. Le présent sommaire décrit les activités principales et les initiatives stratégiques entreprises au cours de l'année 2011 - 2012.

Les efforts du Ministère de l'Éducation continuent d'être guidés par notre mission, notre vision et nos objectifs primordiaux.

> Mission : Veiller à ce que tous les enfants et tous les jeunes du Manitoba aient accès à un éventail de possibilités éducatives de telle sorte que chaque apprenant connaisse le succès grâce à une éducation appropriée, stimulante et de grande qualité qui le prépare à l'apprentissage continu et à la citoyenneté dans une société démocratique, équitable et durable.
>
> Vision : Faire en sorte que chaque apprenant termine les études secondaires avec un sentiment profond de satisfaction, d'espoir et d'optimisme.
>
> Objectifs primordiaux :
>
> 1. veiller à ce que le système scolaire du Manitoba permette aux élèves d'expérimenter et d'apprendre ce que signifie mener une vie qui respecte les exigences du développement durable;
> 2. s'assurer qu'au Manitoba les pratiques et les politiques en matière d'enseignement sont guidées par le principe d'inclusion;
> 3. améliorer considérablement les niveaux de rendement des élèves qui ont connu antérieurement moins de réussite dans leurs études;
> 4. continuer d'améliorer le taux d'obtention du diplôme à l'échelle de la province.

Pour l'exercice 2011 - 2012, des initiatives primordiales éducatives et stratégiques ont été administrées par 37 divisions scolaires et 59 écoles indépendantes subventionnées du Manitoba. Au 30 septembre 2011, 178 025 élèves étaient inscrits dans les écoles publiques du Manitoba, 13 837 dans les écoles indépendantes subventionnées et 1 118 dans les écoles indépendantes non subventionnées. Environ 1 800 enfants recevaient l'enseignement à domicile.

Au cours de l'exercice 2011 - 2012, le gouvernement a versé un total de 1 251,1 millions de dollars aux divisions scolaires, aux écoles indépendantes, aux organismes à caractère éducatif et à la Caisse de retraite des enseignants, soit 1 202,9 millions au poste Soutien aux écoles, et 48,1 millions au poste Financement des immobilisations. De plus, 142,7 millions de dollars en soutien étaient accordés dans le cadre de la taxe d'aide à l'éducation et du surplus de la Commission des finances des écoles publiques en soutien aux divisions scolaires.

Le Ministère continue à travailler avec le Comité consultatif du premier ministre sur l'éducation, la pauvreté et la citoyenneté et le Comité ministériel pour Enfants en santé pour éliminer les obstacles sociaux et économiques à l'éducation.

Depuis la promulgation de la *Loi visant la réussite scolaire*, le Ministère travaille avec les divisions scolaires afin de veiller à ce que les élèves demeurent engagés dans l'apprentissage et envers leur école pour aider un plus grand nombre d'élèves à terminer leurs études ou à obtenir une formation axée sur les compétences professionnelles appropriées avant d'entrer sur le marché du travail. *La Loi visant la réussite scolaire* est entrée en vigueur en septembre 2011 et a fait passer l'âge scolaire obligatoire de 16 à 18 ans. Dans le cadre de la subvention Coordonnateur de l'apprentissage jusqu'à l'âge de 18 ans, le Ministère continuera d'appuyer les efforts des divisions scolaires locales visant à accroître et à améliorer les programmes innovateurs qui engagent les élèves dans l'apprentissage.

En 2012, le Ministère a travaillé de près avec les intervenants pour élaborer une stratégie pour mettre en œuvre l'Initiative de la réduction de l'effectif des classes de la maternelle à la 3^e^ année à l'échelle de la province au cours des cinq prochaines années. D'ici septembre 2017, les divisions scolaires devront avoir 20 élèves ou moins dans 90 % de leurs salles de classe de la maternelle à la 3^e^ année.

L'élaboration d'un nouveau bulletin scolaire provincial facile à comprendre s'est achevée en 2012. Beaucoup de travail a été consacré à l'élaboration d'un bulletin scolaire qui fournit aux parents des renseignements uniformes et clairs sur les progrès réalisés par leurs enfants et sur les étapes qui permettront d'améliorer leur apprentissage. La mise en œuvre volontaire du bulletin se fera en 2012 - 2013 et la mise en œuvre obligatoire pour toutes les écoles est prévue pour l'année scolaire 2013 – 2014.

C'est un honneur et un privilège de vous présenter ce rapport qui résume le travail inestimable accompli par tant d'employés et de partenaires du Ministère en 2011 - 2012.

Veuillez accepter, Madame la Ministre, l'expression de mon profond respect.

Le sous-ministre,

Original signé par:

Gerald Farthing

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Preface

Report Structure

The Annual Report is organized in accordance with the appropriation structure for Manitoba Education. It reflects the Department's authorized votes approved by the Legislative Assembly. The report includes information at the main and sub-appropriation levels relating to the Department's objectives and actual results achieved. Financial performance information provides expenditure and revenue variance explanations and a five-year adjusted historical table of staffing and expenditures.

Mandate

Manitoba Education is charged with the responsibility for setting priorities and allocating funds for the Province's public and funded independent Kindergarten-Grade 12 (K-12) schools. The Department is also responsible for providing policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

The Education Administration Act
The Property Tax and Insulation Assistance Act (Part III.2)
The Public Schools Act
The Public Schools Finance Board Act
The Teachers' Pensions Act
The Teachers' Society Act

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the K-12 education system.

Manitoba Education represents the Province in negotiations with the federal and other levels of government, and participates in meetings related to education and education finance with a variety of governmental and non-governmental organizations.

Manitoba Education, Manitoba Advanced Education and Literacy (MAEL), and Entrepreneurship, Training and Trade (METT) work co-operatively to present a unified direction for education and training in Manitoba. The Department also works collaboratively with other departments to develop and implement Healthy Child Manitoba (HCM) and numerous other province-wide strategic initiatives. As a collaborating department in HCM, the Department promotes readiness initiatives that prepare children for successful school entry.

The Education sector includes the following elements:

- early childhood education; and
- schools, Kindergarten-Grade 12.

Responsibilities

Manitoba Education has primary responsibilities for the facilitation of quality teaching and learning at the K-12 levels, the delineation of roles and responsibilities across the education system, and the development and sharing of new knowledge.

The Minister's overall responsibilities include:

- providing leadership and setting strategic direction for Education initiatives,

- articulating appropriate legislative and regulatory structures,
- allocating funds to the Province's public and independent school systems, and
- representing the Province in negotiations with the federal and other governments.

Programming and Services Overview

For the year ending March 31, 2012, the programs and services of the Department were budgeted under seven main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, Capital Funding and Costs Related to Capital Assets.

Corporate Initiatives

Two corporate initiatives have shared mandates and staff from the departments of Manitoba Education and Manitoba Advanced Education and Literacy: Aboriginal Education, and the Technical Vocational Initiative. These two departments also share the support of Financial and Administrative Services and Systems and Technology Services.

Aboriginal Education

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Manitoba Advanced Education and Literacy, and in collaboration with the departments of Aboriginal and Northern Affairs (MANA) and Entrepreneurship, Training and Trade (METT) to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sector research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education, MAEL, MANA and METT on matters as they relate to Aboriginal education and training.

Technical Vocational Initiative

The Technical Vocational Initiative (TVI), which had been renewed until 2015, is a joint initiative between Manitoba Education, Manitoba Advanced Education and Literacy, and Entrepreneurship, Training and Trade. Key objectives are to revitalize and promote technical vocational education in Manitoba, address labour market needs and help develop a skilled workforce through appropriate education and training programs.

The initiative places emphasis on providing technical vocational opportunities and access to learners in rural, northern and remote communities. TVI continues to support and work with regional consortia to explore and develop programming related to renewable energy and sustainability relative to technical vocational education and training.

Access to a skilled workforce continues to be a major concern for Manitoba employers. In some trades skilled labour shortages are becoming critical. Currently, TVI helps to address these labour market issues as part of an effort to offer Manitobans a comprehensive continuum of technical vocational education and training pathways that are universally accessible, seamless across education levels, synchronized with current labour market needs and career focused. TVI activities are based on successes realized in six areas:

- improving the image of vocational careers,
- enhancing awareness of, and access to technical vocational programming and trade-related opportunities throughout Manitoba,
- ensuring relevance to labour market needs and program currency through curriculum review and renewal,
- facilitating program articulation between high schools and post-secondary institutions,
- developing strategies to address technical vocational teacher currency and professional development, and
- targeting funding to support technical vocational equipment upgrades.

TVI supports:

- funding to schools, school divisions and colleges for equipment, professional development and project support. From 2004 - 2011:
    - $ 5.4 million to technical vocational schools across the Province for equipment upgrade purchases
    - $ 565.0 for teacher professional development to provide current learning opportunities for teachers to ensure currency with and awareness of rapidly changing industry standards
    - $ 2.3 million to 37 schools/divisions and Red River College (RRC) and University College of the North (UCN) for a total of 122 demonstration projects. This includes:
        - multi-year funding of $70.0 for the NorMan Consortium; a partnership between Flin Flon, Kelsey and Frontier school divisions, OCN Education Authority and UCN
        - an expanded options program for technology education and career exploration for students throughout Frontier School division
        - support to a professional learning group to promote the high school apprenticeship program
        - support for the development of an alternative energy program in the Red River Technical Vocational Area
        - provide innovative learning opportunities for youth
        - develop alternative program delivery mechanisms to improve access to skills development.

Other activities:

- Providing the CDX on-line Automotive Technology resource to all Manitoba schools and colleges.
- Providing schools and colleges with CATIA software licensing and initiating the F1 in Schools network and competition, which had Manitoba represent Canada at the international championship in London, England in 2009, Malaysia in the fall of 2011, and as part of a collaboration team with South Korea in Abu Dhabi in 2012.
- Support for program development with regional relevance in school divisions.
- Linking industry and business to education and training.

Elementary and Secondary Schools

In Manitoba, 36 school divisions, 1 special revenue school district, and 60 independent schools receive funding from the Province. In the 2011/12 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled $1,251.1 million, comprised of $1,202.9 million in 16-5, Support to Schools, and $48.1 million in 16-6, Capital Funding. In addition, $142.7 million through the Education Support Levy and PSFB surplus was provided in support of school divisions.

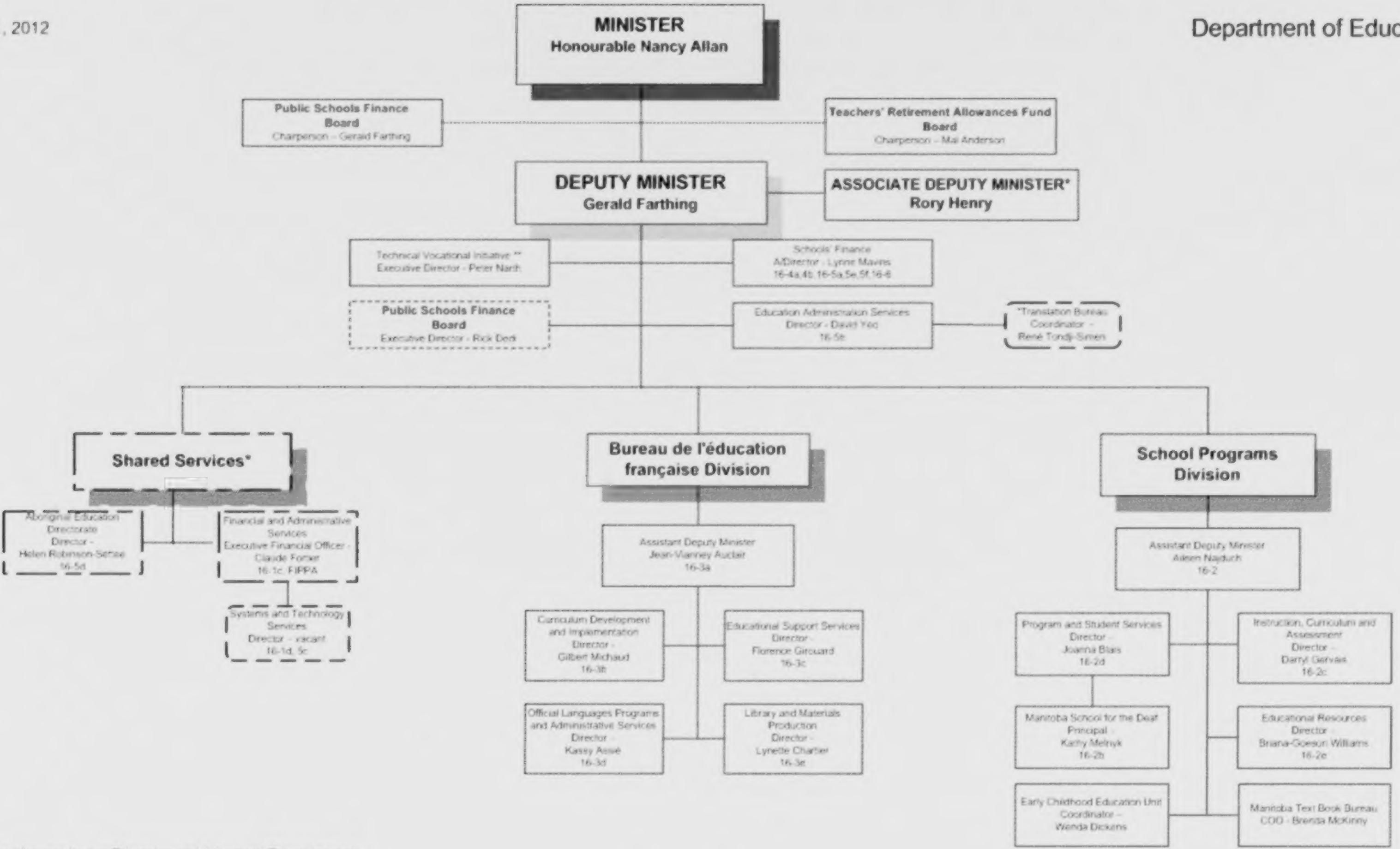
For the 2011/12 school year, a funding increase of 2.7 % or $30.0 million was announced to support school divisions.

Public school enrolment on September 30, 2011 was 178,025 pupils. Of this total, 114,215 were in Kindergarten to Grade 8; 60,649 were in secondary grades (Grade 9 to Grade 12); 2,193 were nursery pupils; and 968 were not in any grade.

There were 13,837 pupils attending funded independent schools on September 30, 2011. Funding to independent schools for eligible pupils is available for instruction and services, special needs and curricular materials.

April 1, 2012

Department of Education



MINISTER
Honourable Nancy Allan

Public Schools Finance Board
Charperson – Gerald Farthing

Teachers' Retirement Allowances Fund Board
Charperson – Mal Anderson

DEPUTY MINISTER
Gerald Farthing

ASSOCIATE DEPUTY MINISTER*
Rory Henry

Technical Vocational Initiative **
Executive Director - Peter Narth

Schools' Finance
A/Director - Lynne Mavins
16-4a,4b,16-5a,5e,5f,16-6

Public Schools Finance Board
Executive Director - Rick Dedi

Education Administration Services
Director - David Yeo
16-5b

*Translation Bureau
Coordinator -
René Tondji-Simen

Shared Services*

Aboriginal Education Directorate
Director -
Helen Robinson-Settee
16-5d

Financial and Administrative Services
Executive Financial Officer -
Claude Fortier
16-1c, FIPPA

Systems and Technology Services
Director - vacant
16-1d, 5c

Bureau de l'éducation française Division

Assistant Deputy Minister
Jean-Vianney Auclair
16-3a

Curriculum Development and Implementation
Director -
Gilbert Michaud
16-3b

Educational Support Services
Director -
Florence Girouard
16-3c

Official Languages Programs and Administrative Services
Director -
Kassy Assié
16-3d

Library and Materials Production
Director -
Lynette Chartier
16-3e

School Programs Division

Assistant Deputy Minister
Aileen Najduch
16-2

Program and Student Services
Director -
Joanna Blais
16-2d

Instruction, Curriculum and Assessment
Director -
Darryl Gervais
16-2c

Manitoba School for the Deaf
Principal -
Kathy Melnyk
16-2b

Educational Resources
Director -
Briana-Goeson Williams
16-2e

Early Childhood Education Unit
Coordinator -
Wenda Dickens

Manitoba Text Book Bureau
COO - Brenda McKinny

* Provides services to Education and Advanced Education and Literacy
** An initiative of Advanced Education and Literacy, Education and Entrepreneurship, Training and Trade

PART A – OPERATING EXPENSES

Administration and Finance

The Administration and Finance Division provides executive management, planning and policy, central comptrollership, and overall administrative support services to Manitoba Education and Manitoba Advanced Education and Literacy. In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division is the office of the Minister and the Deputy Minister, Financial and Administrative Services and Systems and Technology Services.

The Administration and Finance Division maintains responsibility for management information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the Department to ensure the effective and efficient co-ordination of human and financial resources.

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	37	1.00	37	0	
Total Sub-Appropriation	**37**	**1.00**	**37**	**0**	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	600	8.00	579	21	
Other Expenditures	112		112	0	
Total Sub-Appropriation	**712**	**8.00**	**691**	**21**	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education and Manitoba Advanced Education and Literacy. Responsibilities include ensuring that the comptrollership functions of both departments are appropriately maintained and meet the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes and procedures.

Financial management and accountability activities include: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performance; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing accounting services to the departments. The Branch's expected results include the effective and efficient operation of financial management systems, timely management decisions, as well as compliance with all financial management, financial planning and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness, concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail. The goal of the Branch is to include sustainable development principles and guidelines in its regular activities on a continuous basis so that the inclusion of such principles and guidelines becomes an instinctive element in the conduct of Branch activities.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	870	12.00	927	(57)	
Other Expenditures	214		326	(112)	
Total Sub-Appropriation	**1,084**	**12.00**	**1,253**	**(169)**	

Systems and Technology Services

The Systems and Technology Services (STS) Branch provides services across Manitoba Education and MAEL to improve program efficiency and accountability through the use of information technology. In addition, STS is responsible for overseeing the departmental computing environment including information databases, customized applications and backup/recovery services for program requirements outside the scope of the managed desktop environment.

STS supports the technology and innovation needs of the Department and MAEL. The Branch offers a Project Management capability so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. STS represents both departments to central units such as Business Transformation and Technology.

STS is working with MAEL on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches and streamline traditional paper processes.

STS works closely with all areas within the Department, MAEL and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs and business requirements of the educational community (post-secondary and K-12) serviced by both departments.

STS continues to enhance the ICT-related business capabilities of the Branch as defined by the ICT Restructuring initiative.

Sustainable Development

STS encourages the use of websites for the storage and dissemination of departmental forms. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. STS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

1 (d) Systems and Technology Services

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	159	3.00	245	(86)	
Other Expenditures	102		238	(136)	
Total Sub-Appropriation	**261**	**3.00**	**483**	**(222)**	

Recoverable from Advanced Education and Literacy

Administrative support is provided to Manitoba Advanced Education and Literacy in the areas of financial and administrative services, systems and technology services and initiatives related to Aboriginal education and training.

1 (e) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Recoverable from Advanced Education and Literacy	(570)		(570)	0	
Total Sub-Appropriation	**(570)**	**0.00**	**(570)**	**0**	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for Manitoba's Early Childhood and K-12 educational system through the development and implementation of a policy and program framework for the school system.

This mandate is achieved through the work of the Division Administration office; Manitoba School for the Deaf; Instruction, Curriculum and Assessment Branch; Program and Student Services Branch; Educational Resources Branch; and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation and review of policy and programs. The activities of the office include the co-ordination of policy, program, and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; co-ordination of human resource development initiatives; provision of dispute resolution co-ordination regarding Appropriate Educational Programming; and ensuring ongoing communication and collaboration with educators, parents and the community.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	333	4.00	313	20	
Other Expenditures	60		70	(10)	
Total Sub-Appropriation	**393**	**4.00**	**383**	**10**	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing Unit, which provides support to over 300 Deaf and hard of hearing students both in the school and throughout the Province. Some staff time is assigned to outreach or consultative support, traveling to various locations in the Province as specialized resource personnel. Teachers and educational assistants provide on-site educational programming using the Manitoba provincial curriculum. The MSD K-12 program serves students who are Deaf and hard of hearing (HOH) in an American Sign Language (ASL) – English bilingual/bicultural environment. In the 2011/12 school year a pilot junior kindergarten/kindergarten program began providing early language and speech intervention using a "Bi modal" approach. This early intervention will give students opportunity to use both their oral language and sign language to build a strong language base.

The focus during the 2011/12 school year included continuing implementation of outreach initiatives to provide enhanced support to school divisions throughout the Province; continuing the Home Stay program as a residential option for students living outside of Winnipeg; enhancing ASL and oral language proficiency through the Bi modal kindergarten classroom and Language Lab; maintaining strong community partnerships; and increasing access for students, their parents and teachers in rural and northern school divisions. The School also has a partnership with the Toyohashi School for the Deaf in Japan and participates in regular student exchange visits.

The Outreach Team members and resource staff at MSD provide specialized services including psychology, social work, audiology, speech language pathology, guidance and ELA/ASL support for students who are Deaf and hard of hearing and attending schools in their home community.

As of September 30, 2011, 50 students were enrolled at MSD and an additional 3 hearing students in the Bi modal classroom. Three students lived in home environments, as part of the Home Stay program during the week while attending school and also traveled home on weekends and holidays. Some of the ongoing school-based highlights include the Robotics Club, the Drumming Club, the Girls' Club, sports intramurals, and numerous student council field trips. The Schools' Advisory Council for School Leadership provided support and direction to administration, staff and the community with regards to development of the school vision.

Sustainable Development

The Manitoba School for the Deaf has continued its designation as an Environmental Green School through ongoing efforts in environmental awareness and recycling projects. The School houses a video conferencing classroom. This system allows the Branch to consciously reduce its carbon foot print by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face to face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities such as ASL training using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch is maintaining contact with schools through D-Link technology and a video phone booth, which allows "one to one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

During the past year, the school continued to increase recycling opportunities at all school levels. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

Key Accomplishments

- Continued partnership with St. James - Assiniboia School Division high schools that allows the students to attend classes that are not offered at MSD with the support of an ASL-English interpreter.
- Establishment of a Bi Modal classroom where six children (3 Deaf and 3 hearing) attend junior kindergarten and kindergarten. The students are given access to ASL and spoken language for instruction. This will allow the school to offer a range of supports and is in response to the growing trend to have young children receive cochlear implants and develop oral/auditory skills.
- Continued improvement to the Language Lab where students receive specialized programming in ASL and English.
- Continued use of a film studio to enhance student work and creativity. Enhanced Public Relations continue through networking days, which are hosted at MSD and provide the opportunity for students, parents, resource teachers, interpreters, and other school staff members to attend professional development opportunities, to socialize with others in the field and to become familiar with MSD and its educational program.
- Continued partnership with the Society for Manitobans with Disabilities with regard to the Shared Reading Project. This involves trained Deaf tutors visiting families in their home and assisting them in reading to their Deaf children using ASL and specialized DVDs of published books.
- Continued partnership with Toyohashi School for the Deaf in Japan, which allows exchange visits for staff members and students.
- Focus on research – staff at MSD participate in the Cochlear Implant Research network.

- Continued staff development with a priority building strong skills for staff who teach the students at the school and also include looking at the future for Deaf/HOH children. This included responding to the needs of students who will have cochlear implants, those who are new Canadians and those who have multiple coexisting needs.

New Initiatives

Over the coming year consultation with parents and key partners will continue. The future direction of educational programming at the Manitoba School for the Deaf continues to be responsive to the changing expectations of parents and the needs of Deaf students in an ASL environment.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,289	50.85	3,474	(185)	
Other Expenditures	394		383	11	
Total Sub-Appropriation	**3,683**	**50.85**	**3,857**	**(174)**	

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program framework that is the basis of teaching, learning and assessment in Manitoba schools and to support its implementation. Branch activities are framed in the context of the K-S4 Education Agenda.

Organization of the Instruction, Curriculum and Assessment Branch

The Branch's mandate is accomplished through the work of the following six units:

- Development Unit
- Assessment Unit
- Learning Support and Technology Unit
- Distance Learning Unit
- Finance and Administration Unit
- Early Childhood Education Unit

- **The Development Unit (DU)** is responsible for the development and implementation of provincial curricula (print and electronic) for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas. In addition, the Unit develops distance learning courses for Senior Years. The Unit also serves educators, the public and government by providing expert advice and services in the areas of curriculum development, curriculum implementation, cross-curricular initiatives and learning resource reviews. The Unit supports projects in assessment and learning technologies by providing curriculum connections. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit supports school divisions in evaluating and monitoring categorical grants as well as proposal-based grants in various curricula areas.

- The Learning Resources team within the Development Unit is responsible for providing teachers, administrators and the Manitoba Text Book Bureau with lists of approved learning resources. This is accomplished through the Learning Resources Review process for new or revised curricula, as well as through the New Editions Review process for published works that have been previously approved and have been re-published as new editions. Additional responsibilities include liaising with publishers, publishing associations, distributors, and the Manitoba Text Book Bureau to ensure that producers and distributors are kept aware of Manitoba Education's curricular expectations, of students' learning needs, and of teachers' professional development resource needs. The team also co-ordinates information shared between the various stakeholders and resources, and School Programs Division staff regarding newly published educational resources, new electronic formats of resources, and trends regarding the use of educational resources within Manitoba and in other provinces. The Unit supports legislated policy regarding approved resources. It maintains a database of Calls for Learning Resources along with approved/recommended learning resources and bibliographic information on the Manitoba Education website.

- **The Assessment Unit (AU)** is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8, the development and implementation of the Province's Grade 12 standards testing program (English Language Arts and Mathematics for all school programs) and the development and implementation of provincial report cards [in collaboration with the Bureau de l'éducation française (BEF)]. The Unit also serves educators, the public and government by providing expert advice and services in the areas of assessment and evaluation, research, statistics and interpretation of educational assessment data and reports, the assistance with and co-ordination of professional learning opportunities within and outside of the Department and government and creates the reporting document *A Profile of Student Learning.* Staff from the Unit co-ordinate Manitoba's participation in national and international assessment programs.

- **The Learning Support and Technology Unit (LSTU)** is responsible for providing leadership and support to curriculum consultants, classroom teachers, educational communities and stakeholders in the integration of cross-curricular skills, knowledge, attitudes, technologies and essential learning that will help engage students and prepare them to be contributing members of society; both locally and globally. This includes initiatives and curriculum development in the areas of Aboriginal Perspectives, Business and Marketing Education, Career Development, Diversity and Equity, Education for Sustainable Development, International and Heritage Languages, Literacy with ICT (LWICT) across the Curriculum, Middle Years Education, Senior Years Education, Senior Years ICT, Student Success, and Technology Education. Staff in LSTU also develop web-based courses (WBC) and support the staff at the Distance Learning Unit in the implementation of WBC. LSTU also supports school divisions in evaluating and monitoring categorical grants.

- **The Distance Learning Unit (DLU)** provides compulsory and optional courses in print, audio conference or online format. The Unit is responsible for exploring ways to enhance equity and access to distance learning services and working collaboratively with school divisions and other educational stakeholders to ensure that all Manitoba students have access to quality distance learning offerings that meet their needs.

- **The Finance and Administration Unit (FAU)** provides financial management services to the Branch and co-ordinates reporting processes in response to government requirements.

- **The Early Childhood Education Unit (ECEU)** was created in April 2011 to promote and support early childhood education in the public school system. Through a collaborative approach, the Unit partners with school divisions, other government departments, educational stakeholder groups, and parents to promote developmentally-appropriate programming and services that help prepare children for successful school entry. The Unit also provides support and briefings to the Deputy Minister and Minister related to Manitoba's activities in the Council of Ministers of Education, Canada (CMEC); is responsible for co-ordinating the collection and dissemination of provincial education data and statistics for federal data collections; and provides research and statistical analysis support to the Department.

The following information highlights the major activities of these units within ICAB.

Curriculum Activities:

Mathematics

- A Grade 9 – Grade 12 Mathematics Framework was distributed to schools in May 2009. System-wide implementation has continued with Grade 11 in September 2011.
- The Grade 7 Mathematics support document was posted on line to supplement the Kindergarten to Grade 8 Mathematics Curriculum Framework of Outcomes.
- WBCs released in 2011/12 included: Grade 10 Introduction to Applied and Pre-Calculus Mathematics (20S), Grade 11 History of Canada (30S), Grade 12 Pre-Calculus Mathematics (40S), and Grade 12 Essential Mathematics (40S).

Social Studies/Aboriginal Perspectives/Religious Perspectives

- In 2011/12, the Branch implemented and gave a series of workshops in support of the Grade 11 History of Canada curriculum.
- Under a request for proposals, a publisher created a made-for-Manitoba student resource and teacher's guide to support the revised Grade 11 History of Canada. The curriculum and text were introduced in the spring 2011 and implemented system-wide in September 2011.
- The optional Grade 12 course *Cinema as a* Witness to History continues to be under development.
- The pilot team has concluded the work on the Grade 12 Global Issues: Citizenship and Sustainability course, which will replace the existing and optional Grade 12 course *World Issues*. Voluntary implementation of the new Grade 12 course is scheduled for September 2012, with system-wide implementation in 2013.
- Presentations on Aboriginal perspectives were delivered to the Grade 12 Global Issues, Citizenship and Sustainability development team.
- The integration of Geographic Information Systems (GIS) software into the Manitoba curriculum has been a priority for Social Studies in 2012. Partnerships have been developed with organizations such as Parks Canada and the petroleum industry to develop lesson plans. The Branch distributed over 200 disks of the updated ESRI version GIS ArcView 9.3. The software is available in both French and English.
- Work continued on the From Apology to Reconciliation residential school initiative. This resource, which is intended to support teaching and learning in Grades 9 and 11 Social Studies classrooms, features a DVD which includes interviews with residential school survivors, the June 11, 2008 apology to survivors from Prime Minister Harper, and relevant archival and contemporary footage. The resource also includes a Teachers' Guide. The resource was piloted in five schools in 2009/10 and will be available for system-wide implementation in 2012/13.
- The second of two regional implementation workshops (the first took place in February 2010 in Winnipeg) to support teachers of Grade 12 Current Topics in First Nations, Métis and Inuit Studies was held in Dauphin.
- Three implementation workshops for Grade 12 Current Topics in First Nations, Métis and Inuit Studies were offered to teachers of four Winnipeg School Divisions, in partnership with Winnipeg School Division.

- A presentation on Aboriginal perspectives and Grade 12 Current Topics in First Nations, Métis and Inuit Studies was delivered to 65 teachers involved in the Aboriginal Academic Achievement grant program.
- A new initiative related to the diversity of Religious perspectives was launched in fall 2011. The development is underway for an optional Grade 12 course titled "An Exploration of the Diversity of Religious Perspectives".
- The Branch continued to provide leadership and co-ordination to the rapidly growing UNESCO Associated Schools Project Network. The network in Manitoba increased its membership by six schools in September 2011 to a total of 22 UNESCO Schools. These schools work within a national and an international network of more than 8,000 educational institutions dedicated to building a more peaceful world.

Physical Education/Health Education
- Manitoba Education consultants reviewed distance learning independent study option courses relating to high school PE/HE.

Science
- The Science Safety Document (1997) continued to be revised and is in the last stages of update.
- Reviews identified new learning resources in Science, Kindergarten to Grade 10.
- The first phase of renovations of science labs announced in the Science Education Action Plan has begun in several schools across the Province. Curriculum consultants are working with the Public Schools Finance Board, reviewing blueprints and making recommendations on new lab designs.

English as an Additional Language
- Minor revisions to planning sections in the K-Grade 12 Curriculum Framework for English as an Additional Language/Literacy, Academics and Language (EAL/LAL) Programming continued in order to maintain consistency with other Department documents related to student-specific planning. The final draft of the framework itself was posted online for feedback and a number of professional learning sessions related to its implementation were held across the Province.
- An Early Years EAL teacher support document is in development.
- Two Senior Years courses for Literacy, Academics, and Language (LAL) are in pilot with schools who participated in the development.
- A Senior Years course for Stages 1-2 (Beginner) EAL learners is in revision.
- Work was done with BEF and the Division scolaire franco-manitobaine (DSFM) to support development of programming and curriculum for immigrant students in Français programs who also need to learn English.
- Support in increasing leadership and teacher capacity for working with newcomer and other EAL students and their families was provided through a number of responsive sessions and in collaboration with educational partners.
- Professional learning specifically focused on EAL students in Early and Middle Years classrooms and Senior Years content classes was provided, as well as sessions for new classroom teachers.
- Work on the provincial report card included considerations for students who are learning EAL. Clarification of policy around programming and course designation was required and communicated in report card training sessions and other sessions with the field.

International and Aboriginal Languages
- Continued the development of a Curriculum framework for K-12 American Sign Language Arts in collaboration with the Manitoba School for the Deaf.

- Completed piloting the Grade 11 American Sign Language and Deaf Culture courses in two schools in St. James - Assiniboia School Division.
- Held two one-day in-services in February and May for teachers of Spanish in collaboration with the Cervantes Institute, from the University of Calgary, the Manitoba Association of Teachers of Spanish, Université de Saint Boniface, The University of Winnipeg and the Department of French, Spanish and Italian, University Of Manitoba.
- Continued to support the accord with River East Transcona School Division and the Government of Germany to place a German Language Support teacher from Germany in Manitoba for two years to support German language education.
- Supported annual in-services for teachers of German and Ukrainian.
- Facilitated consultation sessions with the Japan Foundation and Japanese Language Instructors in Manitoba.
- Launched the development of a second set of Ukrainian Language Arts and Social Studies posters.
- Launched the development of a support document on the recognition of external language credentials.
- Branch consultants collaborated with educators in the field on Manitoba Curriculum Framework of Outcomes document for Aboriginal Languages.
- Working groups were established for two Western and Northern Canadian Protocol (WNCP) projects – Cultural Appropriateness and Accuracy and Developing, Enhancing and Promoting the WNCP Aboriginal Languages and Cultures Website.

Career Development/Technical Vocational/Business

- Implemented Career Development curricula for Grades 9-12, and facilitated professional learning sessions. Provided access to the online career development program Career Cruising to all schools.
- Development teams have completed their drafts of frameworks of outcomes for Baking and the Pastry Arts, Welding Technology, and Esthetics (comprised of Nail Technology and Skin Care Technology).
- The Grade 10 Career Development independent study course was developed and will be made available to distance learning students and to teachers as a resource in September 2012.
- Development continued on four Business and Marketing Education courses – Economics, Accounting, Accounting Systems, and Retailing and Promotions – as Independent Study Option courses.

Literacy

- Support was provided to school divisions throughout the Province to strengthen school teams in Early Literacy. Meetings were held in school divisions providing Reading Recovery and in school divisions with other forms of Early Literacy Intervention.
- Branch consultants provided guidance to school divisions initiating local research projects in literacy development in Kindergarten and Grades 1 and 2.
- A research project continued with the Manitoba Centre for Health Policy to examine the correlation between access to provincial programs in the Departments of Family Services and Health and access to Early Literacy Intervention.
- A *Reading is Thinking* framework was developed to provide opportunities for students to acquire optional credits in Grades 9 -11 and was piloted in 2011-2012 This framework is designed to support educators in addressing the literacy learning needs of students in senior years, so that students can develop the necessary attitudes, knowledge, skills and strategies to be successful in their learning across high school curriculum areas.

Arts Education

- System-wide implementation of Kindergarten to Grade 8 Dance, Drama, Music, and Visual Arts took place in September 2011.
- Kindergarten to Grade 8 Dance, Drama, Music, and Visual Arts Frameworks were released and placed online in October 2011. Kindergarten to Grade 8 Dance, Drama, Music and Visual Arts implementation supports were also completed.
- Preliminary drafts of Grades 9-12 Dance, Drama, Music, and Visual Arts Curriculum Frameworks of Outcomes were completed.

Learning Resources

- Assisted the Manitoba Text Book Bureau in culling dated and surplus resources from its shelves and its catalogue.
- New editions of existing recommended learning resources were approved and forwarded to the Manitoba Text Book Bureau.
- Prepared for the implementation of a new Continuous Learning Resource Review process, which will process new publications for all curricula, not only for new curricula.

Locally Developed Curricula

- Approximately 1,100 School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) were received and registered.
- Staff provided consultation and guidance to schools in the preparation of locally-developed curricula.
- Online registration of SICs is available and this process permits schools and divisions to agree to share their local SICs with others.

Assessment Activities:

- The Unit led, in collaboration with other Branch staff and with the BEF and the Program and Student Services Branch (PSSB), the development work for the provincial report card, including the report card templates, an educator support document, and a business rules document. Materials were prepared and planning undertaken for regional report card implementation training sessions which took place in the spring of 2012.
- In 2011/12, the Branch provided support and professional learning sessions to teachers, schools and divisions on the Grade 3/4 Assessment in reading and numeracy, and the Middle Years Assessment in mathematics, engagement with school, reading and writing. This included an ongoing project to support the Manitoba First Nations Education Research Centre in a project to phase in the implementation of provincial assessments into First Nations schools.
- Standards tests based on Grade 12 English Language Arts, Grade 12 Pre-Calculus Mathematics/Mathémati*ques pré-calcul, Applied Mathe*matics*/Mathématiques appliqués, and Consumer Mathematics/M*athématiques du consommateur curricula were administered in June 2011 and January 2012. At the same time, work continued on developing new mathematics tests to align with the new curricula.
- Consultants provided support to school divisions in the interpretation and use of data from provincial assessments and standards tests.
- Statistical and research support was provided in relation to results from national and international assessments.
- In the spring of 2012, Manitoba participated in the fifth administration of the Programme for International Student Assessment (PISA) 2012.
- In the spring of 2012 Manitoba collaborated with the Council of Ministers of Education, Canada and the Organization for Economic Cooperation and Development to pilot "PISA for schools", an instrument intended to be available for school use as a way to assess knowledge and skill levels in relation to OECD benchmarks. It will be piloted in three Manitoba schools.

- The Unit represented the Department at the national level in relation to the co-ordination of national and international assessments.
- The Unit, in collaboration with the BEF, summarized and communicated assessment and standards test results with school divisions to support local planning in support of student success.
- The Branch, in collaboration with the BEF, supported schools in using web-based applications for communicating assessment results and for registering students for Grade 12 standards tests by offering a Help Desk service.

Learning Support and Technology Activities:

- The Unit continued to co-ordinate projects that focus on engaging students in learning experiences related to student achievement of curricular outcomes, while ensuring that they also develop the ability to think critically, creatively and ethically with information and communication technology as identified in Literacy with ICT Across the Curriculum (2006).
- Media Literacy Week is an annual event promoted by the Media Awareness Network and the Canadian Teachers' Federation (CTF). For three years running Manitoba Education has been a collaborator and has lead a planning team in partnership with the Manitoba Teachers' Society (MTS) and the Manitoba Association for Computing Educators (ManACE) to plan events for Manitoba K-12 educators and students to learn about media literacy issues while celebrating Media Literacy Week in Manitoba.
- IGNITE is a partnership between IBM and Manitoba Education and its purpose is to IGNite student Interest in Technology and Engineering (IGNITE). Professional learning on how to facilitate an IGNITE Camp has been provided to over 75 teachers from both rural and urban school divisions. More than 100 IGNITE Camps were held across the Province.
- Online Professional Learning opportunities were designed and provided to educators at a distance, using a variety of information and communication technologies. Methodologies such as video streaming, web conferencing and other online tools were explored to extend the learning and communication following face to face sessions.
- Organized the Tell Them From Me Survey pilot project with participation of approximately 90 schools in rural and northern school divisions. Tell Them From Me allows schools to gather data on measures such as school safety and academic engagement from their Grades 7 through 12 students. Schools surveyed their students in April/May and will conduct a second survey in October/November of 2012.

Distance Learning Activities:

- The Instruction, Curriculum and Assessment Branch continues to offer services that provide distance learning opportunities for learners and professional learning, resources and support to educators and school/division administration.
- Independent Study Option (ISO) enrolment statistics for April 1, 2011 to March 31, 2012 totalled 2,759, with the majority of students from rural Manitoba. ISO provides students with access to a variety of senior years' print-based distance learning courses that allow them to be eligible to attain their Manitoba High School or Mature Student Diploma and/or to continue into post-secondary education.
- There continues to be an increase in ISO courses sold to Manitoba teachers as curriculum based reference materials with 1,860 copies distributed throughout the Province.
- Sunrise School Division partnered with the department to provide the distance learning teachers for the Teacher Mediated Option Program.
- The Teacher Mediated Option provided one hundred and sixteen (116) rural students from 21 schools and 9 divisions with access to 22 Grade 9 through 12 courses in 2011/2012 using teleconferencing technologies to attain course credits towards their Manitoba High School Diploma.

- In 2011/12, ICAB released five new Independent Study Option courses and completed the field validation of seven others. Minor revisions to a number of existing courses were also completed and development work continued on 23 courses.
- There are currently 51 web-based course masters available online. Four new web-based courses were released in 2011/12 and development work continued on five courses. Several initiatives have been undertaken to enhance WBC development including consultations with assessment consultants, subject matter consultants and web-based teachers, exploration of new strategies for course design and field validation of new courses prior to full release.
- There were a total of 138 teachers trained in the use of the Blackboard Learning Management System, including the pedagogy of online learning between April 1, 2011 and March 31, 2012. Since the implementation of the new Blackboard in January 2012 there were 1,500 requests from teachers wanting access to courses and 1,780 users (students, teachers and administration) have accessed the system at least once.
- The Fort La Bosse, Lakeshore and Evergreen School Divisions were provided grants to provide web-based courses instruction to other students in small rural and northern schools.
- The Distance Learning Policy Review Committee continued to meet and drafted a set of proposed guidelines for the operation of a virtual collegiate(s) in Manitoba.

Field Support Activities:

- Consultants worked with teacher implementation teams to deliver regional workshop sessions in support of early years, middle years and senior years mathematics; early years, middle years and senior years social studies; Grades 10-12 science; Literacy with ICT Across the Curriculum (LwICT); K-12 physical education/health education; Transforming Middle Years Education in Manitoba; and oral language in Kindergarten. Branch consultants also supported implementation of the Middle Years Assessment; Grade 3 Assessment in Reading and Mathematics; and the Early Numeracy Initiative. Branch consultants supported implementation of Geographic Information Systems (GIS) software for middle and senior years schools.
- Branch staff initiated and responded to requests for professional learning opportunities for teachers, administrators and parents. These included sessions related to:
  - Curriculum (mathematics, science, social studies, physical education/health education, arts education, English as an Additional Language, Aboriginal Languages)
  - English Language Arts Developmental Reading Continuum
  - Literacy with ICT across the curriculum K–12
  - Engaging Students in Reading Comprehension
  - Assessment and instructional planning for children in Early Years having difficulty with literacy
  - Literacy learning within high school disciplines (Reading Apprenticeship)
  - Engaging students in writing
  - Co-ordination of an embedded professional development series (Regie Routman in Residence) in writing instruction across three school divisions
  - Making meaning of digital text
  - Planning for EAL students learning in general classrooms and subject-area classrooms
  - Regional *Career Cruising* training workshops. *Career Cruising* provides access to in-depth occupational information and college, university and apprenticeship information.
  - Distance learning programs and services
  - Classroom-based assessment and grading
  - Using assessment information
  - Education for Sustainable Development
  - Teaching in multilevel classrooms
  - Co-teaching
  - implementing the middle years resource *Engaging Middle Years Students in Learning; Transforming Middle Years Education in Manitoba*

- Professional integrated multilevel learning support was offered to schools and school divisions. A co-teaching model for Manitoba classrooms was created in partnership with Student Services and was shared through professional learning sessions for Grades 1-12
- Teaching and learning through inquiry
- Copyright in a digital world, digital citizenship, social networking, electronic portfolios, mobile learning, professional learning networks
- Aboriginal awareness, anti-racism and intercultural education, international language programming, EAL programming and school and divisional literacy planning
- Treaty Education Initiative on behalf of the Treaty Relations Commission of Manitoba. The purpose of the Treaty Education Initiative is to enhance student learning by: strengthening the identities of First Nations students and building strong leaders; generating student awareness and understanding about First Nations in Manitoba, the treaty making experience, and the contemporary relevance of this enduring Treaty Relationship; and contributing to a broader understanding of what the existing core curriculum concepts of identity and citizenship mean to First Nations
- Training specialists of the Manitoba First Nations Education Resource Centre (MRNERC) in support of the Student Success Project (phasing in of provincial assessments into First Nations schools)
- Senior years policies and programming
- Senior Years "E" course designation
- training for ICAB staff and outside stakeholders related to new software (especially Microsoft Office Communicator and Live Meeting) and web applications (webinar and in-person)

Special Initiatives:

Provincial Report Card

- In September 2010 the government announced a plan to implement parent-friendly report cards written in plain language mandated for use in all public schools.
- The emphases are:
  - parent-friendly, plain language
  - help parents be full educational partners
  - allow for enriching teacher comments
  - identifies where child is excelling and where extra help is needed
  - developed in consultation with parents and educators
- The implementation schedule is:
  - Draft templates – 2010/11 school year
  - Pilot in schools – 2011/12 school year
  - Voluntary implementation – 2012/13 school year
  - Provincial implementation – 2013/14 school year

Aboriginal Education

- Manitoba Education continues to provide support to the Duty to Consult initiative, a project led by Manitoba Aboriginal and Northern Affairs (MANA), in partnership with a number of Manitoba Departments. The purpose is to develop guidelines for crown consultations with First Nations, Métis communities and other Aboriginal communities. Workshops are offered through Organizational & Staff Development (OSD).
- Manitoba Education provided support for the Advocacy and Public Information Project (APIP), initiated by the Assembly of Manitoba Chiefs (AMC) Secretariat to provide healing

and reconciliation amongst youth and inter-generational survivors of residential schools. Phase One, the development of a Teacher's Guide, will be completed in April, 2012. There is, to date, no financial commitment by the AMC to develop phase two--implementation.

- Manitoba Education continues to provide support for It's Our Time, an initiative to develop an education toolkit intended as a resource for First Nations and non-First Nations educators and students. The proposed toolkit would provide foundational awareness of First Nations issues in Canada from a First Nations perspective. A prototype toolkit was developed by the Assembly of First Nations (AFN). Regional kits will be developed in co-ordination with the AFN. In Manitoba, the initiative is led by MANA, with the support of Manitoba Education's Instruction, Curriculum and Assessment Branch as well as the Aboriginal Education Directorate and the MFNERC.
- Manitoba Education provides support for the Legislative Assembly of Assiniboia (LAA) initiative. Phase One of this initiative, led by MANA, in partnership with The Manitoba Metis Federation, is to develop a resource to support teaching and learning in Social Studies about the LAA, the government formed by the Métis of Manitoba in 1870 during the Red River Resistance.

Healthy and Active Living

- In the area of Physical Education/Health Education (PE/HE), partnerships on classroom resources for Life Skills Training continued. The Department has been an active partner in the development, implementation and knowledge exchange of the Youth Health Survey (YHS) along with Partners in Planning for Healthy Living and CancerCare Manitoba. The Provincial Report of YHS was released in March 2010. A follow-up survey is being planned for the fall of 2012.
- Manitoba Education was involved with the pilot project related to the PAX Good Behaviour Game, which included the training of teachers, and the collection of data from trial schools in partnership with Healthy Child Manitoba
- Manitoba Education consulted with Healthy Child Manitoba Office (HCMO) and partners regarding content, layout and details of a Manitoba Puberty Resource which is under development.
- Manitoba participated in the Joint Consortium for School Health and the Federal, Provincial, Territorial group on Nutrition and Education Sector (Health Canada) related to school nutrition.
- Manitoba Education continued working with various partner groups including: Manitoba Physical Education Supervisors Association; Manitoba Physical Education Teachers Association; Healthy Schools; MB Partners for Addiction Awareness; Manitoba High Schools Athletic Association; Youth Suicide Prevention Committee; Partners in Planning for Healthy Living (Youth Health Survey) and the Physical Activity Coalition of Manitoba (PACM).
- The PE/HE Curriculum Consultant continues to be actively involved in supporting the Healthy Schools Initiative (with Healthy Living, Seniors, and Consumer Affairs).

Education for Sustainable Development (ESD)

- Continued to lead the Council of Ministers of Education, Canada (CMEC) ESD Priority Area to co-ordinate action that will support and strengthen the implementation of ESD in K-12 in all provinces and territories.
- Continued to be actively involved in the UN Decade for Education for Sustainable Development.
- Continued to implement ESD for K-12 education by providing information sessions, workshops and resources for schools and school divisions and gathered information about ESD activities in the schools.
- Established an ESD Leadership Council comprised of educational and governmental leaders to advise/assist in the development and implementation of a 3-5 years ESD Action Plan for the Province.

- Partnered with The Manitoba Association of School Superintendents (MASS) to undertake a conference called Sustainability: Educating for ACTion. This conference is intended to develop understanding of the cultural, environmental, and socio-economic challenges of educating for sustainability and is rooted in the whole school approach to sustainability.
- Partnered with Manitoba Faculties of Education to develop a list of suggested actions for reorienting teacher education to address sustainability.
- Led a survey of ESD in Canadian Faculties of Education, which was commissioned by the CMEC Education for Sustainable Development Working Group, in partnership with the International Institute for Sustainable Development (IISD) and Learning for a Sustainable Future. This exploratory study should provide a better understanding of how ESD is being incorporated into pre-service programs, research, and other activities.
- Partnered with Manitoba Hydro to evaluate applications and identify ESD grants for the 2011-12 school year.
- Continued partnership with ArtsJunktion to provide teacher workshops.
- Continued implementation of the Eco-Globe Schools annual recognition program (58 ECO-GLOBE Schools have been recognized for their achievement at the Awareness and Action levels).
- Participated in the development and release of The Stormwater Management Guide for Schools a partnership with Rivers West and Manitoba Conservation and Waterstewardship.
- Partnered with Food Matters Manitoba to deliver the first Locovore Iron Chef competition for senior years students to support local food.
- Authored a chapter for the book Schooling for Sustainable Development in Canada and the United States. The chapter was on Education for Sustainable Development in Manitoba: A Province-wide Approach.
- Provided a grant to FortWhyte Alive to further integrate sustainable development into their programs and to assist teachers in finding ways to use the outdoors/natural environment as an important component of their teaching strategies.
- Identified ESD support resources and posted information on the ESD website.
- Partnered with the IISD to conduct a survey designed to gather information on ESD in technical and vocational institutions in Manitoba.
- Participated in the ESD categorical grant review meetings with school divisions to inform and be informed about ESD activity in schools and divisions across the Province.
- Ensured that ESD was presented at the Categorical Grants Learning Fair where school divisions were invited to give and to hear presentations on the use of categorical grants by their colleagues in other school divisions.
- Participated with Manitoba educators and staff of York University's Sustainability and Education Academy (SEdA), regarding pilot workshop planning for a sustainability evaluation tool for schools.
- Continued to promote the Post SEdA ESD Kit and Guide developed for SEdA alumni. This kit is used to provide professional learning for school division staff, within the framework of the SEdA ESD seminar.
- Co-chaired the Manitoba Education for Sustainable Development Working Group, representing a broad range of members from all sectors, who come together to promote ESD.
- Provided support for youth involvement in ESD activities such as: Envirothon, Arctic Climate Change Youth Forum, and Youth Engaging and Sustainability (YES).
- Provided new funding to support the Technical Vocation Initiative (TVI) in order to help give students the tools and skills they need to meet the growing demand in the green jobs sector. The four-year program initiative will build on the success already achieved through TVI and expand to new focus areas including green technologies, and alternative and renewable energy sources that will focus on programming in energy-efficient and sustainable technologies with emphasis on biothermal, biomass, solar and wind.

- Provided funding to support greening of outdoor school spaces in new school builds so they are both environmentally friendly and can be used as outdoor learning spaces.

Low Socio-Economic Communities Strategy (SES)

- Continued the Student Success Initiative pilot project to support students in staying in school and eventually graduating. Elmwood High School, Eriksdale School, Ashern Central School, Lundar School, Margaret Barbour Collegiate Institute and École Scott Bateman Middle School are participating.
- Supported Winnipeg School Division's work of an inner city educators' institute that enhances the knowledge and skills of teachers and administrators in schools in low-income neighbourhoods.
- Supported partners and stakeholders in providing summer learning loss programming, including the Boys and Girls Clubs of Winnipeg, Frontier College, University College of the North and Pembina Trails School Division.
- Provided provincial funding in support of high incidence special needs students. Funding for high incidence special needs and students-at-risk was restructured to better consider the socio-economic status of school communities as a factor in determining the allocation of available funding.
- Participated on interdepartmental groups with a focus on supporting children within low socio-economic settings, including Healthy Child, ALL Aboard Poverty Reduction Working Group and Attendance Review Taskforce.
- Participated in the Vital Indicators Project with the Social Sciences and Humanities Research Council of Canada, Community University Research Alliances Program (SSHRC CURA). Developed pilot sites for community-based equity indicators with northern communities and Brandon University.
- Provided consultative support to a Manitoba First Nations Education Resource Centre (MFNERC) project designed to help Aboriginal students in First Nations schools transition successfully to public schools.
- Consulted with divisions and schools on issues affecting reimagining and refreshing low SES schools.
- Supported Mystery Lake School District in their *Youth Build* Program. The purpose of the program is to engage youth in earning academic credits and gaining employability and life skills.
- Provided New Directions with in-kind contribution of Distance Learning, Independent Study Option (ISO) course materials, tutor/marking service and credit granting towards a Manitoba Diploma for approximately 11 students participating in the Transition, Education and Resources for Females (TERF) program. Provided provincial funding and consultative support in 2011 to the Music for All initiative to to explore possibilities of aligning efforts to increase the participation of low income families in performing arts programs.

English as an Additional Language

- The Branch supported divisions and schools, especially in rural and northern areas, in formalizing their planning and protocols for EAL and increasing local capacity for welcoming and meeting the needs of EAL learners and families.
- Ongoing support for school divisions in building local capacity around EAL and newcomers was provided through the EAL Divisional Network.
- Professional learning was provided for school leaders around the issues of EAL programming and working with newcomer families.
- Ongoing consultative support around promising practices for EAL students was provided to schools, divisions, and other Department units.
- Work has been done with Schools Finance Branch on changes to the reporting of information on newcomer students to inform future planning, with expected incorporation into EIS reporting system in the Fall of 2013.

- A series of newcomer parent information brochures is in development.
- Consultation with the field about the needs and issues associated with interpretation for newcomer families and schools.

Diversity and Equity Education

- Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.
- Continued the renewal of the Department's *Multicultural Education Policy*, and development of an information campaign on diversity and equity.
- Completed the development of a *Life After War* support document for educators working with war-affected children and youth.
- Continued the development of resources for educators on exploring and accommodating religious diversity.
- Continued to develop educator resources for exploring diverse families.
- Research initiative launched concerning the development of resources for educators on challenging homophobia and discrimination based on sexual orientation or gender identity.

Middle Years Student Engagement Initiative

- *The Middle Years Electronic Handbook* is nearing completion and will provide educators with online examples of best and promising Middle Years practices in Manitoba classrooms.
- A Parent Handbook is in the process of development and will provide parents of young adolescents with a deeper understanding of and support for the development and learning of their children in Middle School.
- Offered recommendations and middle years perspectives to the Canadian International Development Agency's (CIDA) International School Twinning Initiative for Grade 6-8 students.
- Provided feedback and recommendations on the application of the Middle Years Experiential Learning Grant to school divisions visited during the 2011-2012 grant reviews.
- Developed a consultative partnership with the Manitoba Middle Years Association and with the Aboriginal Council of Educators.
- Implementation guidance and support was provided to Middle Years schools and school divisions participating in the Attendance Grant Initiative.
- A Middle Years Experiential Learning (MYEL) Grant report sample was posted online as a guide for the completion of the report. Examples of allowable expenditures were added to the online MYEL grant site.

Technology Education (Vocational)

- Provided consultation services to schools and school divisions regarding the expansion and/or enhancement of technical vocational programming. Support was also provided regarding the application process for additional funding support for technical vocational equipment upgrades, demonstration projects and associated professional development initiatives.
- Provided information sessions to increase the profile of the High School Apprenticeship Option. Attendees were engaged in dialogue regarding the implementation of this option at the local level. As a result of this dialogue, a Professional Learning Community has been created.
- Provided consultation services to the Public Schools Finance Board (PSFB) and school divisions regarding Technical Vocational program facility planning and equipment layout and created equipment list requests for PSFB approval.
- Verified financial support for the expansion and upgrading of technical vocational equipment provided by the Technical Vocational Initiative (TVI).

- Provided consultation services and support for the expansion of Technical Vocational programming in the North via the Norman consortium and the expansion of local course offerings at Frontier Collegiate.
- Developed a partnership between TVI, School Programs Division and the Construction Safety Association of Manitoba to investigate the opportunity to provide all Manitoba schools with access to an online Workplace Hazardous Materials Information System (WHMIS) training and certification program. Implementation is tentatively set for fall 2013.
- Provided consultation services to Prairie Rose School Division Consortium regarding expansion of Career and Technology Studies.
- Participated as an appointed member of the Winnipeg Technical College Governing Board.
- Provided consultation services to Evergreen School Division regarding the development and implementation of Technical Vocational programming and the development of a regional consortium partnership proposal for Career and Technology Studies.
- Provided consultation services and programming advice to the Technical Vocational Leadership Council, which consists of principals of regional and other vocational high schools.

Career Development

- Linked K-12 Career Development policies, programs, and resources to the multi-departmental Career Development Strategy. This strategy proposes a common, "seamless" approach to career development across Manitoba's education and training system. A key objective of this strategy is for Manitobans to develop broad-based career management/employability skills that are crucial to succeed to today's increasingly knowledge-based economy. The Strategy also acknowledges that acquiring these skills and related career interests helps K-12 students better engage in their school subjects.
- Continued refinement of a K-12 and Youth action plan, to support implementation of the Career Development Initiative, with involvement of MB4Youth, Technical Vocational Initiative and BEF. The Career Gateway website continues to be refreshed as part of the Government of Manitoba's commitment to providing career information and services to all Manitobans.
- Manitoba continues to sponsor the popular Take Our Kids to Work (TOKW) program for Grade 9 students.

Financial Education

- Manitoba Education is working in collaboration with the Canadian Foundation for Economic Education on the *Building Futures* project. *Building Futures* is intended to improve students' economic and financial knowledge and skills by integrating opportunities to learn about economics and finances within existing curriculum.
- Learning modules are being developed for Grades 4 to 10 and emphasize participatory, hands-on simulations that are cross-curricular, focusing on learning outcomes associated with the areas of economic and financial skills in Early Years, Middle Years and Senior Years. This model, integrating economic and financial education with core curricula, has captured the interest of other provinces. Financial literacy is viewed as essential in preparing young people for life outside the school walls.

Support for the Arts

- The Branch, in partnership with other government and non-government agencies, supported a number of Arts-related initiatives including ArtsSmarts and Music Month and the Music for All initiative.

Special Grants

- The Branch provided support to the field via the administration of a number of grants:
    - For schools/school divisions: Middle Years Experiential Learning Grant, Intensive Newcomer Support Grant, EAL Student Support Grant, Sustainable Development grants, Music Month grants, Youth Performing Arts Travel Grant, Early Literacy

Intervention Grant, Heritage Languages Grant, Aboriginal Academic Achievement Grant, Early Childhood Development Initiative Grant, Scientists in the Classroom grants, and Web-based Course Seat Sharing grants. A number of these grants are monitored through the Categorical Grant Review process, a three-year cycle that includes annual financial reporting and one year with written reports followed by a school division visit from the Department grant lead consultants.

- Continued Funding Agreements with partner organizations: Manitoba Association of Parent Councils, the Centre for Aboriginal Human Resource Development, Manitoba Council for Leadership in Education and The Family Centre of Winnipeg, Shad Valley International.
- Collaborated and supported the School Attendance Initiative.

Intersectoral Collaboration

- Staff in the Branch work with other government branches, departments and external education agencies and organizations to support initiatives being implemented in several areas, including early childhood development. The Healthy Child Manitoba Office co-ordinates efforts by several provincial departments, including Education, in the area of early childhood development. ICAB staff have taken the lead on the Early Childhood Development (ECD) Initiative grant, which is provided by the Department to all Manitoba school divisions. Staff represents the Department on the Healthy Child Provincial Advisory Committee and acts as the Department contact for the implementation of the Early Development Instrument, and other ECD-focused committees and initiatives. The Manitoba Children's Agenda Steering Committee and the Aboriginal Children's Sub-Committee have ICAB staff representation on behalf of the Department. ICAB staff are also involved in collaborating on federal initiatives including the Community Action Program for Children. ICAB staff also represents the Branch on the Interdepartmental Newcomer Children, Youth, and Families working group and the Interpreter Services working group.
- Branch staff provides support to the Deputy Minister and Minister related to Manitoba's activities in the Council of Ministers of Education, Canada through their role as provincial advisor. The advisor sits on various committees related to educational data, research and statistics, and is responsible for co-ordinating the collection and dissemination of provincial education data and statistics for federal data collections.
- ICAB staff members provide research and statistical analysis support on specific projects (ex: Reading Apprenticeship, Student Success, report on Manitoba Mathematics Assessments, etc.) to the School Programs Division and other branches within the Department. They advise on research and evaluation methodology and assist with or compute statistical analyses.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	6,077	95.42	7,329	(1,252)	1
Other Expenditures	4,312		3,972	340	
Assistance	437		453	(16)	
Total Sub-Appropriation	**10,826**	**95.42**	**11,754**	**(928)**	

1. *Under expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid through Operating (16-2C-2), vacancies and under filled positions, and savings as a result of Voluntary Reduced Workweek.*

Program and Student Services

The mandate of the Program and Student Services Branch is to work inter-departmentally, with educators and with families to promote and support the effective development and implementation of provincial policies, programming and planning and priority initiatives that support the educational success for students with exceptional learning needs in the K-12 educational system in Manitoba.

The Branch is organized into three units, in addition to the Manitoba School for the Deaf (MSD), with the following functions:

- **The Student Services Unit** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. This includes administering the Special Needs Funding Access to students requiring extensive support with educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band-operated schools, to ensure the Department's appropriate educational programming standards, policies and guidelines are effectively implemented. The Unit facilitates a stronger link among schools, families and communities through the provision of parent-friendly support materials, information-sharing sessions for families and partnerships with organizations that provide a voice to parents in the education system. The Unit provides consultant support for school teams (support to teachers and clinicians, and direct teaching support to students who are blind or visually impaired. In collaboration with the Educational Resources Branch, the Unit provides access to assistive technology to school divisions on a trial basis, and provides support to students in K-12 who require textbooks and materials in Braille, large print, audio and electronic formats. School improvement activities are supported through school and divisional planning and the Planning in Education Initiative. One of the Unit's priorities is Aboriginal family and community involvement in the education of Aboriginal students, particularly those with exceptional needs. The Unit provides additional professional support to school divisions in rural and northern Manitoba where specialist support is not easily accessed.

- **Deaf and Hard of Hearing Services Unit** includes the Manitoba School for the Deaf and the Outreach Team. The Outreach Team provides consultative support and information to school divisions and funded independent schools with respect to educational programming, standards, policies and guidelines for students who are Deaf and hard of hearing and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations to support students. This Unit also supports the various departmental priorities and, through collaboration with other departments and the Federal government, provides support for Deaf/hard of hearing Aboriginal students who live in rural and northern communities or attend the School for the Deaf.

- **The Financial and Administration Unit** provides administrative support and financial management services to the Branch and co-ordinates reporting processes in response to government requirements. The Unit provides financial support to both the Program and Student Services Branch and the Manitoba School for the Deaf.

- **The Manitoba School for the Deaf** provides education based on the Manitoba provincial curriculum for K-12 students who are Deaf or hard of hearing in an American Sign Language (ASL)-English bilingual/bicultural environment. See the section on The Manitoba School for the Deaf contained within this report.

The following information highlights the major activities of these units within PSSB.

Student Services Unit:

- Continued leadership role within Manitoba Education to work with school divisions and communities towards the implementation of the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of appropriate educational programming, an amendment to *The Public Schools Act* and the Standards for Student Services continue to be a priority for the Student Services Unit.
- Implemented the recommendations from the Office of the Auditor General (2011). Ongoing changes are being implemented.
- Staff from PSSB work with school divisions to ensure effective implementation of the Department's appropriate educational programming standards, policies and guidelines. This includes three review activities where 1/3 of divisions are reviewed each year:
    - Review and Reporting Process to examine special needs funding
    - Categorical Grant Review Process that examines Student Services funding
    - Student Services Plan Reports monitoring special needs programming support
- PSSB also leads the School Plan Reporting Process where school/divisional plans are submitted to the Department on a three year rotational basis. The school divisions' response to the visits continue to be positive and the increased opportunity for dialogue and collaboration between divisions and Manitoba Education supports accountability.
- Continued to work with school divisions to make the reporting processes for categorical grants and school plans more efficient while meeting the shared need to collect and utilize information for continuous improvement.
- Administration of the Special Needs Categorical Funding process for students requiring extensive support in educational programming. The student specific application process and the review of applications continue to have the goals of portability and maximum/multi-year funding.
- Professional development opportunities are provided on an ongoing basis in areas that include:
    - The Special Needs Funding Process
    - Core competency areas of special education/administration, mental health and behavior management, as well as other requested topics
    - Academic achievement for students
    - Positive behaviour planning, autism, individual educational planning, policy implementation, counselling
    - Annual orientation sessions for Student Services Administrators, principals and resource teachers
    - Specific learning disability areas
    - New policy documents.
- Expanded and enhanced the assistive technology resources available to support students with learning and communication disabilities.
- Communication and collaboration with school divisions occurred on a regular basis in support of initiatives that were a priority for both school divisions and the Department. Priorities included integration of Aboriginal perspectives, increased involvement of families and community, appropriate educational programming, supporting children and youth with mental health concerns, the reduction of bullying behaviours, and school-wide behaviour management.
- Provided clinical supervision on requests for speech/language pathologists, social workers and psychologists employed by school divisions in rural and northern Manitoba.
- Provided school division consultations for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders and extensive learning and communication disorders.
- Provided itinerant support to Blind/visually impaired students in their local schools. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, supporting the Individual Education Planning process, academic

programming, as well as providing workshops and consultative support to educators. Distance technology is used daily to support rural and northern students and staff. The consultants within the Blind/Visually Impaired Services provide direct programming, consultative services and material support to school divisions and funded independent schools for programming to blind/visually impaired K-12 students. In collaboration with the Educational Resources Branch, the consultants for the blind/visually impaired supported schools in programming for students. The supports include Braille, specialized technology/adaptive equipment, as well as orientation and mobility training.

- Worked collaboratively with the Departments of Justice, Family Services and Consumer Affairs and Health to enhance a wraparound planning process for children with complex emotional and behavioral needs.
- Met regularly with the Student Services Inclusive Education Advisory Committee to share information and consult on future initiatives.
- Finalized the provincial interdepartmental protocol for planning for students with profound emotional/behavioral needs using a wrap around approach. Once approved, interdepartmental training sessions will be held across the Province.

Deaf and Hard of Hearing Services

- Provided itinerant support to Deaf/hard of hearing students in their local schools. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, supporting the Individual Education Planning process, academic programming, as well as providing workshops and consultative support to educators. Distance technology is used daily to support rural and northern students and staff. The consultants for the Deaf and hard of hearing (Outreach Team) work in collaboration with the MSD staff. Specialized resource personnel from MSD are accessed to support students throughout the Province as required.
- Continued collaboration with The University of Manitoba to establish a Deaf specialization in the post-baccalaureate (after degree) program and anticipate the first cohort of educators to begin in fall 2012. Continued to organize an annual Deaf and Hard of Hearing Provincial Forum with stakeholders involved in the field of Deaf education. Stakeholders include professionals, Deaf community members and 12 different organizations.
- Continued to organize provincial networking days to support the learning and social interaction of Manitoba's Deaf and hard of hearing students, as well as the staff who work with them.
- Co-hosted provincial workshops with the Society for Manitobans with Disabilities and Central Speech and Hearing Clinic.
- Chaired a Cochlear Implant Research Interest Group with representation from the service providers in education and health.
- Supported and organized opportunities for Deaf and hard of hearing and blind and visually impaired students, their teachers and families to collaborate, interact and learn together. Opportunities included student get-togethers, networking days for staff, professionals and families and overnight camps.

Rural and Northern Initiative

- Continued to provide enhanced support to rural and northern school divisions. Four consultants are assigned responsibility to rural and northern school divisions in the area of student services to provide enhanced training in learning disabilities, programming and support in adaptive technology, student-specific consultation, clinical supervision and resources.
- Video Conferencing/Northern Support Centre to be moved to The Pas from Thompson in summer 2012.
- Expanded use of video conferencing to provide support to rural and northern Manitoba. The video conferencing classroom has been used to provide professional learning opportunities

for teachers, clinicians, educational assistants and other professionals, as well as provide case conferencing with specialists from PSSB around student-specific planning.

- Continued work with northern divisions to provide access to professional learning opportunities in the north.
- Administered Rural and Northern Bursary. The goal of the bursary is to support school divisions in the recruitment and retention of clinicians such as psychologists and speech language pathologists in hard to fill areas.
- Increased the Branch's capability to provide professional learning opportunities in a variety and/or combination of methods including online courses, video-conference, u-stream, summer institutes and in-person; especially with school teams in rural and northern schools/ divisions. Over 800 educators and clinicians participated in a recent series of workshops in the area of Mental Health either in person, via video conferencing, and/or through u-stream.
- Continued the Access Technology initiative by providing rural and northern school divisions' access to adaptive equipment and software for short term loan.

Special Initiatives:

- Continued to work with the Youth Justice Educational Intake Team, in partnership with Manitoba Justice and The Winnipeg School Division. The Team is comprised of two specialist teachers who work in the Youth Corrections Division to ensure that youth who are incarcerated receive the necessary assessments to assist in planning for continued educational programming both while incarcerated and when the youth transitions into the community. The primary goal of the Intake Team continues to be identifying potential learning difficulties and planning for educational programming while the youth is incarcerated and while they transition to the community.
- Provided a leadership role in identifying issues related to School Attendance.
- Began implementation of the Attendance Reporting process in all public school divisions within the Province in February 2011.
- Participated in the Point Douglas Lord Selkirk Park Community Revitalization Initiative.

Document Production

- Continued development of in-progress documents: Resource Teachers Handbook, Support Document on Learning Disabilities, and in collaboration with Healthy Child – A Protocol for Registering Students in Care in Manitoba Schools.

Additional Activities/Field Support

The Branch continues to work with school divisions and communities to support the implementation of the following documents:

- *Appropriate Educational Programming in Manitoba: Standards for Student Services*
- *Appropriate Educational Programming: Handbook for Student Services*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*, and accompanying brochure
- *Working Together: A Guide for Parents of Children with Special Needs*, and accompanying brochure
    - *Building School Partnership: A Handbook for Parents, Families, Councils and the School Community Supporting Inclusive Schools; A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*
    - *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community*
    - *Educators' Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing*
    - *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPS)* (2010)
    - *Educational Assistants in Manitoba Schools*
    - *Working Together: A Parent's Guide on Transitioning Youth to Community*

- *Not in My School – Learn how you can help stop bullying at school and in your community* brochure
- *Manitoba Sourcebook for School Guidance and Counseling Services: A Comprehensive and Developmental Approach*
- *Speaking and Listening; First Steps to Literacy*

Service/Funding Agreements

- The Branch manages a number of Program Agreements with educational partners and school divisions including:
    - Behavioural Health Foundation
    - Louis-Riel SD – Inter-divisional Student Services Program (ISSP)
    - Louis-Riel SD – STEP
    - Marymound Inc. – School
    - Marymound Inc. – Youth Emergency Education Service
    - Manitoba School Boards Association - Safe Schools Manitoba
    - Mystery Lake SD - Northern Learning Resource Centre (ended in 2011)
    - Kelsey S.D – Northern Learning Resource Centre (began in 2012)
    - New Directions –Training Resources for Youth (TRY) Program
    - Red River Valley SD – ISSP
    - River East Transcona SD – ISSP
    - Winnipeg SD – ISSP
- A Letter of Agreement with MFNERC, first signed in May 2007, allowed one staff from MFNERC to work with the Department's Deaf and Hard of Hearing Services Unit in a learning/mentoring relationship while providing consultative support to First Nations communities regarding programming for students who are Deaf and hard of hearing. While building the capacity of MFNERC to program for Deaf and hard of hearing students in First Nations communities, the partnership provides an opportunity for department staff to learn skills from the MFNERC staff for working with individuals, schools and communities involving First Nations cultures.
- A Letter of Agreement with Nunavut allowed 2 staff, a Consultant for the Deaf and a Consultant for the Blind to travel to Nunavut to support several Deaf and hard of hearing and blind students in their home communities.

Interdepartmental Co-ordination of Services

Staff continue to be involved in several interagency projects including:

- Transition Planning for Youth aged 16-21
- Specialized Services for Children and Youth
- Fetal Alcohol Spectrum Disorder (FASD) Strategy Steering Committee
- First Nations Persons with Disabilities
- The Provincial Advisory Committee on Child Abuse
- The Multi-jurisdictional Implementation Team (sexually-exploited children)
- Consultation Committee on Education for Children who are Deaf and Hard of Hearing
- The Manitoba Association of Visual Language Interpreters
- Autism Steering Committee

The Branch continued its involvement at interdepartmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional services needs, and their families, receiving services from several departments and/or agencies (Education, Family Services, Health, Justice and Healthy Child Manitoba). The various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs including:

- Disabilities Issues Office – Disability Framework an Opening Doors Initiative

- Interdepartmental co-ordination of services for children and adolescents with severe to profound emotional/behavioural disorders and mental health
- Healthy Child Manitoba – Interdepartmental Planning and Coordination Committee, with a focus on the following strategies: FASD, Autism, Mental Health, Sexually Exploited Youth and Domestic Violence
- Children's Therapy Initiative
- The Unified Intake and Referral System (URIS)

Sustainable Development

The Program and Student Services Branch staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the "needs of the public" are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development including decision-making, planning, budgeting and procurement processes. Sustainable Development procurement action plans have been developed and activities carried out and monitored by the Branch's Sustainable Development Coordinator/Sustainable Development Team. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices. Fuel consumption has been reduced by requesting staff travel together whenever possible and sustainable development has been considered throughout procurement processes. Staff are encouraged to utilize electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field.

A "green" board room, established in 2008, has procedures and usage policies to support minimal environmental impact. All caterers are informed of the "no styrofoam, no plastic" requirement. In addition to day to day functions, the board room houses a video conferencing system. This system allows the Branch to consciously reduce its carbon foot print by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face to face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities, and in consultation processes, using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch can use D-Link technology or a video phone booth, which allows "one to one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,327	47.00	3,325	2	
Other Expenditures	1,140		1,418	(278)	
Assistance	66		80	(14)	
Total Sub-Appropriation	**4,533**	**47.00**	**4,823**	**(290)**	

Educational Resources

The mandate of the Educational Resources Branch is to provide support to the School Programs Division, other areas within Manitoba Education, other departments, classroom educators and students through the production and distribution of print and non-print educational resources. The Branch ensures educator access to resources through the Instructional Resources Library, the K-12 website, and student access to the alternative format material collection for those who are blind or visually impaired.

The Branch is organized into three units with the following functions:

- **The Media Production Services Unit (MPSU**) provides support and services to Manitoba educators, students and departmental staff by producing alternate format materials (Braille, tactile drawings, large print, e-text and audio books) for print-disabled Manitoba K-12 students and qualified post-secondary students attending Manitoba colleges and universities. MPSU also manages the production of multimedia projects to support the Manitoba curriculum and provides leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet), and the Manitoba Professional Learning Environment (Maple).

- **The Instructional Resources Unit (IRU)** provides K-12 educators with curriculum implementation support, professional learning resources and educational research materials; departmental staff with essential library services and resources including the latest educational research; and teachers-in-training with library services as preparation for teaching. The Branch also provides all of these clients, as well as the general public, with library services to facilitate life-long learning and parental involvement. The mandate of the IRU has been expanded to include Alternate Format Services, which includes the cataloguing, circulation and inter-library loan functions related to alternate format materials.

- **Document Production Services Unit (DPSU)** responds to the priorities of SPD for tasks and functions that relate to bringing documents to final form and subsequent distribution to teachers, students, administrators and the public. Staff in the unit are responsible for editing and designing quality provincial documents in print and electronic formats, in accordance with departmental and professional publication standards and with copyright legislation and tariffs. These resources include, but are not limited to policy documents, K-12 curriculum frameworks, implementation, and support documents, brochures, newsletters, monographs, independent study courses, reports and provincial standard test documents.

Media Production Services Unit

The Media Production Services Unit (MPSU) provides support and services to Manitoba educators, students and departmental staff in the following areas:

- Production of alternate format materials in Braille, tactile drawings, large print, e-text and audio books, for print-disabled Manitoba K-12 students
- Production and circulation of alternate format materials for post-secondary students with print disabilities attending Manitoba colleges and universities
- Production of multimedia projects to support the Manitoba curriculum, for multi-channel distribution through DVDs, CD-ROMs and the Web
- Leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet), which provide information, resources and services to departmental staff and the educational community
- Leadership, production and support in the development and maintenance of the Manitoba Professional Learning Environment (Maple); an online network to support the professional learning needs of Manitoba educators.

Alternate Format Production

- Braille production during the 2011/12 fiscal year resulted in 120 completed new titles, comprising 26,311 pages (seatwork, literary, Nemeth and Braille reprints) and 1,430 tactile drawings.
- The production of electronic text (e-text) materials continued steadily with the completion of 111 titles comprising 30,369 electronic pages for K-12 and post-secondary students.

- Large print production has more than doubled to 177 titles and 15,728 pages. As well, 132 new audio books were produced for K-12 and post-secondary students.
- Post-secondary circulation of alternate format materials served 108 blind/visually impaired and 208 print-disabled students.
- Staff continues to work inter-provincially to share resources, reduce costs, and to research best practices for the benefit of students who are print-disabled in Manitoba. Interlibrary loans resulted in a cost saving of $272.0 for Manitoba and Canadian jurisdictions (Manitoba borrowed an equivalent of $183.0 and loaned an equivalent of $89.0 in alternative format materials)

Curriculum Multimedia Support

- Curriculum Multimedia projects resulted in a variety of multimedia projects to support the Manitoba curriculum, including videos, audio language courses, DVDs/CD-ROMs and web materials. The Audio/Video production team continued to help advance the media production facility towards High Definition Video and updating the Digital Audio Workstation. A wide scope of media projects were undertaken during this year providing support for various clients within Manitoba Education: the Independent Study Option of Distance Learning, the Arts, the International Science Fair (Science), program areas in the Program and Student Services Branch; and outside agencies: Seven Oaks and Winnipeg School Divisions, and the School Matters Initiative team.
- This year the production team completed three major projects: the DVD *From Apology to Reconciliation* for the Aboriginal Education Directorate; *World War II: Through the Eyes of the Survivors* for Social Studies and the audio component of the *1919 Winnipeg General Strike* Edukit for the Manitoba Museum.

Web Services

- Staff at MPSU manages the content and organization of the Manitoba Education (English) public website (including the K-12 website) and the Manitoba Education intranet website.
- The Manitoba Education public website includes more than 8,200 web pages, more than 13,900 PDF files and 8 interactive web applications.

During the 2011/12 year, Web Services continued to develop and support the following initiatives:

- The Manitoba Professional Learning Environment (Maple) (formerly Educator Services Initiative (ESI)). Maple is a platform to deliver online professional learning opportunities and resources offered by Manitoba Education to educators and school administrators, with a particular focus on rural and northern areas. The technical framework of the online platform was completed in the fall of 2010. System design of the online environment began in 2011 along with the development of an appropriate communication strategy. Several training sessions for Manitoba Education staff took place to support their role in the implementation of Maple with particular emphasis on change management strategies. By March 2012, over 620 users of the system were registered and worked in the Maple beta development site within 70 communities of practice (curricular, initiative and topic specific.)
- Staff at MPSU maintains and administers the *Workshop Registration System* (WRS), a single point of online registration to a wide-range of professional learning opportunities offered by Manitoba Education. Manitoba educators have extensively used the WRS throughout the year to obtain registration in over 88 workshops during the school year and summer months. The WRS currently has over 8,700 registered users.
- As well as providing website design, development and maintenance support to all program areas of the School Programs Division, staff at MPSU supported and maintained the following websites:
    - Education and Literacy Gateway
    - Early Childhood Education
    - Action Plan for Science Education in Manitoba

- Community Schools Program Initiative
- Making Education Work
- Aboriginal Education Directorate
- Educating for Action Conference
- Technical Vocational Initiative
- Western and Northern Canadian Protocol
- Career Development Gateway
- Aboriginal Education Resource Forum
- The Manitoba Association of School Superintendents (MASS)

Instructional Resources Unit

The Instructional Resources Unit (IRU) continued to build local capacity to improve teaching and learning, focusing on the following major activities:

- Selection, acquisition and cataloguing of learning resources, provision of print and electronic access to IRU collections, as well as reference and information assistance. The IRU provided library services in support of K-12 curriculum implementation, Appropriate Educational Programming, the Aboriginal Education Strategy, diversity and equity education, educational research and professional learning to address K-12 educators' needs.
- With more than 9,000 active registered clients, staff fielded 11,874 queries, weeded 7374 items and circulated 77,964 resources. Thirty programs of instruction were presented to teachers, teachers-in-training and future school library support staff.
- The IRU staff catalogued 2,758 new items (2,315 books and 433 audio-visual items) and processed over 4,000 copies. Staff also completed 167 rush catalogue requests from clients.
- Duplication rights were acquired for the 2012/13 year of *CBC News in Review*.
- Application of emerging technology both for electronic collections and patron services; improving the virtual library accessibility to all Manitoba K-12 teachers, educators, and Department staff to support current awareness and information needs. These services include electronic access to subject bibliographies and new acquisition lists, as well as provision of enhanced Internet access via Online Public Access Catalogue (OPAC) along with a number of educational electronic books, on-line literature review resources, full text educational journals, online encyclopaedias and curriculum documents.
- In June 2011, IRU successfully installed a new online catalogue access application called Zones, replacing the older Online Public Access Catalogue (OPAC). Zones, a flexible and customizable end user interface, utilizes newer front-end technology allowing more versatile access to various Manitoba Education Library services and resources.
- IRU continued to provide Manitoba educators with access to a wide range of Internet based website resources, new online catalogues, and a number of online databases via Virtual Education Information Services. The resource utilization included: fulfillment of over 977,000 requests to specific web resources such as: bibliographies, copyright, media, policies and circulation services; over 5,000,000 successful requests/sessions in Virtual Education Information Services and Zones Online Access Catalogue; and Manitoba registered teachers and educators with close to 15,000 search requests/visits through the Virtual Education Information Services and the Zones Federated Search application providing access to eBooks, full text journal articles, special databases, bibliographic and research databases.
- Acquisition, cataloguing and dissemination of resources identified through the Western and Northern Canadian Protocol and Manitoba Reviews of Learning Resources.
- New and revised bibliographies included:
    - *Aboriginal Peoples: Resource pertaining to First Nations, Inuit and Métis. 2011 Supplement.*
    - *Celebrating the Arts: Dance*
    - *Celebrating the Arts: Music*

  - *Celebrating the Arts: Visual Arts*
  - *Student Services: Inclusive Education*
  - *New Teachers (updated)*
- Provision of copyright clearance through the Access Copyright School Tariff 2005-2009 as well as copyright information assistance and workshops. The tariff fee was set by the Copyright Board of Canada at $5.16/full time equivalent student. The Copyright Information website at http://www.edu.gov.mb.ca/K-12/iru/copyright/index.html was updated.
- Through the Council of Ministers of Education, Canada, (CMEC) development of a framework for a national digital copyright policy, which was recommended to the federal government for the revision of copyright law. The key element is the proposed Educational Use of the Internet amendment, which would permit teachers and students, Kindergarten through Post-Secondary, to use publicly available copyrighted information on the Internet, without seeking permission or paying royalties.
- Provision of efficient and effective delivery for new School Programs Division documents and other education literature, to specified groups and individuals in schools and Board offices via monthly bulk mailings. Approximately 376,284 items were distributed through bulk mail services.
- Provision of support services to school libraries, including reference and collections assistance, consultations, reviews of new and renovated school library facilities, cataloguing information and website information. WebExport provided customized cataloguing through the Internet to school libraries in Manitoba.
- 3,239 items were loaned out from the alternate format collection to 619 students in Manitoba, and 864 items were catalogued. Formats loaned include Braille, large print, audiotape and MP3 and electronic text.
- Through resource sharing with other centres belonging to the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), 142 items were borrowed through inter-library loan for use by the students and 108 items were loaned from the Department collection, resulting in an overall production cost-saving of $293,715.
- Twenty-three school divisions participated in the Vision Screening program. Alternate Format Services provided and refurbished 285 pieces of equipment for the schools in support of the program.
- The IRU hosted an Open House on Saturday, January 28th, 2011 from 1-4 p.m. Two sessions took place during the Open House. One session was on the Library's new resources and the other session was on the Library's new catalogue. There were also book displays, prize draws and giveaways. Forty-nine people signed the guest sign-in sheet.

Document Production Services Unit

The Document Production Services Unit responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form and subsequent distribution to teachers, students, administrators and the public. These resources include the following:

Document Production Activities:

Curriculum and Support Documents

- *Grade 12 Biology: A Foundation for Implementation*
- *Grade 12 Current Topics in First Nations, Métis, and Inuit Studies: A Foundation for Implementation*
- *Grades 4 to 6 German Language Arts: A Foundation for Implementation*
- *Grades 4 to 6 Ukrainian Language Arts: A Foundation for Implementation*
- *Kindergarten to Grade 3 German Language Arts: A Foundation for Implementation*
- *Kindergarten to Grade 3 Ukrainian Language Arts: A Foundation for Implementation*
- *Kindergarten to Grade 8 Dance: Manitoba Curriculum Framework of Outcomes*

- *Kindergarten to Grade 8 Drama: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Grade 8 Music: Manitoba Curriculum Framework of Outcomes*
- *Kindergarten to Grade 8 Visual Arts: Manitoba Curriculum Framework of Outcomes*

Support

- *Education for Sustainable Development: Kindergarten to Grade 12 Correlation Chart Template and Kindergarten Tool Kit*
- *FNMI Brochure – Government of Manitoba: Department of Education First Nations, Métis, and Inuit Education Briefing*
- *Grade 8 Mathematics: Support Document for Teachers*
- *Grades 1 to 8 Report Card Brochures*
- *Grades 9 to 12 Report Card Brochures*
- *Manitoba Education Services for Students Who Are Blind or Visually Impaired*
- *Manitoba Music Month Grant Application 2011/2012/Formulaire de demande de subvention 2011-2012 pour le mois de la musique* (letters and forms)
- *Manitoba Text Book Bureau Annual Report 2010/2011/Centre des Manuels Scolaires du Manitoba, Rapport annuel 2010/2011*
- *Mois de la musique : Célébrer la musique au sein des écoles du Manitoba—avril 2011* (letter from Minister, proclamation, application form, bilingual poster)
- *Music Month: Celebrating Music in Manitoba Schools—April 2011* (letter from Minister, proclamation, application form, bilingual poster)
- *Music Month Certificates 2011*
- *Music Month Concert Series at the Legislative Building 2011 Schedules*
- *Planning for Distance Learning, 2011/2012*
- *Premier's Reading Recognition Program 2011/2012*
- *Services aux élèves aveugles ou malvoyants*
- Ukrainian Social Studies Posters*: Immigration, Internment, and Shevchenko*
- *WNCP List of Recommended Resources*
- *World War II Germany: Through the Eyes of Survivors* (poster)

Provincial Standards Tests and Policy Documents

- *Grade 12 English Language Arts Standards Tests Information Bulletin 2011/2012*
- *Grade 12 Mathematics Standards Tests Information Bulletin 2011/2012*
- *Tests basés sur les normes: Mathématiques, 12e année: Bulletin d'information 2011–2012*

Independent Study

- *Grade 9 Electricity/Electronics Technology (10G): A Course for Independent Study*
- *Grade 9 Mathematics (10F): A Course for Independent Study*
- *Grade 9 Physical Education/Health Education (10F): A Course for Independent Study*
- *Grade 9 Science: A Course for Independent Study*
- *Grade 10 Electricity/Electronics Technology (20G): A Course for Independent Study, Field Validation Version*
- *Grade 10 Essential Mathematics (20S): A Course for Independent Study, Field Validation Version*
- *Grade 10 Intro to Applied and Pre-Calculus Mathematics: A Course for Independent Study, Field Validation Version*
- *Grade 10 Keyboarding (25S): A Course for Independent Study*
- *Grade 10 Retailing (20S): A Course for Independent Study*
- *Grade 11 Biology (30S): A Course for Independent Study (moving from Field Validation Version)*
- *Grade 11 History of Canada (30F): A Course for Independent Study, Field Validation Version*
- *Grade 12 Biology (40S): A Course for Independent Study, Field Validation Version*
- *Grade 12 English Language Arts: Language and Technical Communication (40S): A Course*

for Independent Study

- *Grade 12 Psychology (40S): A Course for Independent Study, Field Validation Version*

Newsletter and Monographs

- *Education Manitoba, Volume 9, Number 2, May 2011*
- *Education Manitoba, Volume 10, Number 1, October 2011*
- *Université du Manitoba, Centre de Recherche sur l'enseignement et l'apprentissage des sciences - Applications et utilité de la théorie bioécologique d'Urie Bronfenbrenner: Réseau des recherches en éducation du Manitoba (RREM) Série de monographies (Numéro 4 Printemps 2011)*
- *University of Manitoba Centre for Research in Youth, Science Teaching, and Learning: Applications and Utility of Urie Bronfenbrenner's Bio-ecological Theory (MERN Monograph 4)*

Sustainable Development

The Educational Resources Branch staff consider the long-term impacts of decisions regarding its program/services on the environment. Branch staff are encouraged to use electronic rather than paper files. An increased awareness of the website has been promoted to school divisions and outside agencies.

- *Bulletin de l'EDD, Volume 3, Numéro 1 (janvier 2012)*
- *ESD Newsletter, Volume 3, Number 1 (January 2012)*

2 (e) Educational Resources

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,712	67.50	3,940	(228)	
Other Expenditures	1,219		1,220	(1)	
Total Sub-Appropriation	**4,931**	**67.50**	**5,160**	**(229)**	

Bureau de l'éducation française Division

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate and administer policies and programs relating to French-language education. The Division is made up of four branches: the Curriculum Development and Implementation Branch, the Educational Support Services Branch, the Official Languages Programs and Administrative Services Branch, and the Library and Materials Production Branch. Together, the branches provide a complete range of services, including all of the programs emanating from the Canada–Manitoba Agreement on Minority-Language Education and Second-Language Instruction. The Division's clientele includes the Français and French Immersion schools, and the schools offering Basic French courses. The Division also maintains a liaison with the Université de Saint-Boniface.

It should be noted that in 2011/12, 5,253 Francophone, 20,491 French Immersion, and 61,586 Basic French students benefited from the services of the BEF Division.

Division Administration

The Division Administration Office provides leadership with respect to the development, implementation and review of policy and programs related to French language education in Manitoba. The activities of the office include the co-ordination of policy, program and budget development and implementation; facilitation of intra-divisional and interdepartmental linkages; collection and analysis of information in support of departmental and divisional priorities. Most specifically, the BEF Division has identified the following three priorities:

- Improving the academic performance of students enrolled in the Français and French Immersion programs in the area of literacy and numeracy;
- Improving the teaching and learning of Basic French;
- Supporting the delivery of the French Immersion program in rural and northern Manitoba.

The BEF is the lead for the Department to implement a strategy on rural education and a strategy focusing on science education. The Department continues to work with the school divisions to implement various measures designed to provide enhanced support in these two areas.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	187	2.00	184	3	
Other Expenditures	21		21	0	
Total Sub-Appropriation	**208**	**2.00**	**205**	**3**	

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch develops the French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French curricula. The Branch has two principal mandates. Firstly, it is responsible for developing French education curricula. These curricula provide the basis for instruction, learning and assessment in various subjects and courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.

In addition to these two principal mandates, the Branch fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology (ICT) in Manitoba schools;
- developing the French component of the Department of Education website;
- developing distance learning courses (in hard-copy and electronic formats); and
- developing policy documents.

Less directly, the Branch supports the development and implementation of the assessment instruments developed by the Educational Support Services Branch (for learning assessment in Lecture, FL1 and FL2–I) and the Instruction, Curriculum and Assessment Branch (for learning assessment in Notions de calcul, Mathématiques, Anglais and English LA – Immersion).

The Branch also consults with school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the pan-Canadian level; those for Anglais, English LA – Immersion, FL1, FL2–I, Mathematics and Social Studies at the Western and Northern level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut; and those for Physical Education/Health Education, Arts Education and Basic French at the provincial level.

Work related to curriculum development and implementation continued in all school subjects. As well, in 2011/12, the Branch also supported implementation of the new Provincial Report Card.

Anglais and English LA – Immersion

Phase 1 of the Developmental Reading Continuum project for Grades 1–4 in French Immersion schools and Grades 3 and 4 in Français schools continued to evolve. A brochure was developed and distributed to help teachers and parents understand how to use a developmental reading continuum and to help encourage learners to read. A *Thinking Like a Reader* poster was created to help learners develop reading strategies and reflection skills. It is the BEF's responsibility to deal with any questions related to these documents for Français and French Immersion schools.

The BEF continued developing policies on English as an Additional Language (EAL) learning. The BEF collaborated with the School Programs Division to develop K–12 curricula for EAL and for newcomers.

The BEF, in conjunction with the Division scolaire franco-manitobaine (DSFM), continues to work with teachers, division co-ordinators and student services personnel in the development of programming in the areas of literacy, academic learning, language learning and numeracy for refugee newcomer students with little or no schooling in Grades 6–12. Work continues in the development of stages to be used in conjunction with instruction and assessment in the *'Mise à niveau'* courses framework. The framework addresses the needs of newcomer students with interrupted schooling. The framework courses in Français and Mathé will each lead to credits for these secondary students.

Late in the 2011/2012 school year, the BEF began collaborating with the School Programs Division to review the ELA curriculum in light of most recent research and best practices.

Arts Education

Compulsory province-wide implementation of the K-8 Arts Education began in the 2011/12 school year. The curriculum frameworks of outcomes for K–8 Arts were distributed to the Français and French Immersion schools in June 2011, and are also available in electronic format on the department's Arts Education website. The BEF consultant provided pedagogical support and workshops to teachers, school administrators and divisional curriculum consultants as required for Dance, Drama, Music and Visual Arts.

Consultants from the BEF continue to develop materials to support the implementation of the K-8 frameworks. Twenty-eight pictures of practice have been online since June 2011. In partnership with the Direction des ressources éducatives françaises (DREF), a dance video glossary has been produced.

The BEF continued to work closely with the Instruction, Curriculum and Assessment Branch to develop the Grades 9-12 curriculum frameworks for Dance, Drama, Music and Visual Arts.

In co-operation with the School Programs Division, the BEF was involved in the April 2012 Celebrating Music in Manitoba Schools project. This multi-pronged initiative included developing a proclamation and a poster; managing Music Month grants to facilitate collaboration between schools and Manitoba musicians; and organizing noon-hour performances at the Legislative Building every Wednesday in April in partnership with the Manitoba Music Educators' Association.

Basic French (FL2–B)

A number of workshops, which focused on the literacy-based approach to teaching and learning French were provided to K–12 teachers throughout the Province. The draft guide *Teaching Oral Communication,* and the draft support document *En route vers le succès langagier* were also shared. Upon request, sessions tailored to meet specific needs were offered in various school divisions and independent schools. The first summer institute was held in Winnipeg on August 15-18 and 40 teachers were actively involved in learning about the literacy-based approach to teaching and the importance of integrating culture in their teaching.

Two Forums on the Revitalization of Basic French took place on November 22, 2011 and on February 2, 2012. They were organized and led by the French Second Language Liaison Officer and the Basic French consultants. There were forty people in attendance including teachers, principals, superintendents, consultants, organizations, trustees and university professors. Participants were asked for their feedback on the guide, *Teaching Oral Communication* as well as their input related to teacher education pre-service and in-service.

The curriculum consultants organized a committee of teachers to begin the development of the new curriculum for French. The committee provided feedback on the profiles for oral communication for Grades 4 to 8 and Grades 9 to 12. In addition, they helped to write the grade level portraits for oral communication, reading, writing and culture. The committee will continue to meet in the next school year.

The curriculum consultants participated in meetings in order to prepare the necessary categories for the new provincial report card. They also attended three of the provincial report card sessions where they answered questions and explained their Picture of Practice for French.

This was the 7th year of the Intensive French (IF) approach in Manitoba; St. James-Assiniboia, Louis Riel and Pembina Trails school divisions offer Intensive French, Enhanced French or both. The following support was offered by the BEF for those involved or interested in either Intensive or Enhanced French: classroom visits, professional development, review of support materials and current resources and meetings with divisional administration who are considering the implementation of Intensive French.

As in the past, the curriculum consultants continued to work collaboratively with partners such as curriculum consultants from the school divisions, the universities, the Manitoba Association of Teachers of French (MATF), Canadian Parents for French (CPF) and the Canadian Association of Second Language Teachers (CASLT).

French as a First Language (FL1)

The BEF consultants provided pedagogical support to the DSFM teachers when requested, including a professional training session on the Grade 3 provincial assessment offered to DSFM teachers by the K-8 curriculum consultant.

The BEF has completed the updating of the Common Curriculum Framework of FL1 outcomes for K–12, under the aegis of the Western and Northern Canadian Protocol for Collaboration in Education (WNCP). Consultations were held with teachers, administrators and consultants from the DSFM in January 2012. The final version of the Common Curriculum Framework will be submitted to the WNCP/PONC francophone directors and Assistant Deputy Ministers (ADMs) at the end of June 2012 for their approval.

The development and partial implementation of the Provincial Report Card required consultant participation. Categories and Indicators were developed and professional development was provided.

Two days of consultation with Grade 12 teachers were organized by the Grade 12 standards test assessment team. The purpose of this consultation was to present the results of a study on text synthesizing and fiction writing to the teachers and consult with them on the possibility of making changes in future tests.

The Grades 9-12 Curriculum Consultant worked in partnership with the Assessment consultants by promoting effective classroom-based assessment and communication practices that maximize learning for all students.

Two one-day workshops were given by the Grades 9-12 Curriculum Consultant to the First Year Teacher in partnership with the *Éducatrices et Éducateurs francophones du Manitoba.*

French as a Second Language – Immersion (FL2–I)

The BEF consultants provided pedagogical support to the teachers, school administrators and divisional curriculum consultants by responding to requests from the field.

The BEF has completed the updating of the Common Framework of FL2–Immersion outcomes for K–12 under the aegis of the WNCP. Consultations were held with teachers and divisional consultants in January 2012. The final version of the FL2 Common Curriculum Framework will be submitted to the WNCP/PONC Directors and ADMs at the end of June 2012 for their approval.

The development and 2012/13 implementation of the Provincial Report Card required consultant participation. Categories and Indicators were developed and professional development was provided.

The Grades 9-12 Curriculum Consultant worked in partnership with the Assessment consultants by promoting effective classroom-based assessment and communication practices that maximize learning for all students.

Two one-day workshops were given by the Grades 9-12 curriculum consultant to the First Year Teacher in partnership with *the Éducatrices et Éducateurs francophones du Manitoba.*

Information and Communication Technology (ICT)

The Literacy with ICT developmental continuum is intended to be a framework that describes the ways in which students use ICT to learn. The continuum was designed to be incorporated into all K–12 curricula. To support and further the development of this project, the BEF also provided a number of resources and support.

This year, the Digital Learning Consultant for the BEF provided support and training to teachers across the Province individually and in collaboration with other curriculum consultants with the Literacy with ICT initiative in mind. The consultant was also involved in the planning and co-ordination of the report card implementation workshops for immersion and DSFM trainers. In accordance with the Literacy with ICT Action Plan, the Digital Learning Consultant gave presentations on this topic to support learning for students across all disciplines to pre-service teachers at Université de Saint-Boniface.

A blog has been created by the Digital Learning Consultant to keep notes of information that is distributed during workshops and to support teachers.

The Digital Learning Consultant worked with a team to migrate courses from WebCT (Blackboard 6) to the new Blackboard 9.1 Learning Management System (LMS).

The Digital Learning Consultant also supported other curriculum consultants by sharing expertise in various areas related with the infusion of technology as well as support on the MaPLE website.

Other duties for the Digital Learning Consultant included the following:
- Planning and developing the Manitoba contribution to the Media Literacy Week
- Distance Learning Policy Committee
- Advisory Committee for Literacy with ICT Across the Curriculum
- Manitoba contact for *Banque de ressources éducatives du Canada* (BREC)

Mathematics

The BEF continued to work closely with the Instruction, Curriculum and Assessment Branch (ICAB) on the implementation of math assessment for Grade 3 and the Middle Years. Training sessions were offered at the beginning of the school year to both FL1 and FL2 teachers. The BEF also worked on the development of provincial tests for the existing Grade 12 courses and on the development of new provincial tests for the new curriculum. The BEF worked closely with the ICAB on the development of categories for the provincial report card, the preparations leading to the Number Strand Analysis Day and the Mathematics Summit. The BEF also worked with ICAB on Categorical Grants for the K-8 Numeracy Initiative.

The BEF continued its partnership with the DSFM, providing K-9 teachers with several workshops and training sessions for the Prime diagnostic resource. These sessions are part of a larger in-service training program for all K-9 teachers in the DSFM that aims to improve student results in mathematics. The BEF also collaborated with the DSFM in developing a divisional evaluation for all Grade 4 and 8 students. Workshops were also offered to newly recruited K-4 teachers for DSFM and French Immersion school divisions upon request.

Since the start of 2011/12, the year of compulsory implementation of the Grade 11 mathematics courses, workshops have been available to teachers in the Français and French Immersion programs to acquaint them with the new curriculum. Workshops on the new courses that will be implemented as of September 2012 have also been available. Upon DSFM's request, the BEF also participated in a Grade 9 to 12 Mathematics Professional Learning Community.

At the WNCP level, sessions to assess Grade 12 resources for the three pathways, Mathématiques au quotidien, Mathématiques appliquées and Mathématiques pré-calcul, were held in November 2011. All resources for the three pathways have been now completely assessed.

The BEF is presently working closely with ICAB on development of a more balanced approach for outcomes and achievement indicators of the Mathematics Curriculum.

In the context of distance education, the BEF continued to work on the production of documents: *Mathématiques au quotidien 10^{e} année* has been available since spring 2012, and *Introduction aux mathématiques appliquées et pré-calcul 10^{e} année* should be available before December 2012. The BEF is actually working on the production of two Grade 11 distance courses and one Grade 12 on-line course.

Physical Education/Health Education (PE/HE)

The BEF collaborated with the Distance Learning Unit to release the new independent study courses *Éducation physique et Éducation à la santé 11^{e} année (30F)* and *Éducation physique et Éducation à la santé 12^{e} année (40F) – Cours d'études indépendantes.*

The Department was given responsibility for implementing certain recommendations of the Healthy Kids, Healthy Futures all-party task force report. The BEF was involved in developing a legislative proposal to amend the *Public Schools Act* (PSA), requiring school divisions to establish community use of schools policies.

The BEF is also partnered with other departments in promoting active healthy lifestyles. The physical education/health education (PE/HE) Curriculum Consultant was actively involved in supporting the Healthy Schools Initiative (with Healthy Living, Seniors and Consumer Affairs), the joint use of schools and community facilities (with Children and Youth Opportunities) and the development of a puberty resource (with Healthy Child Manitoba).

The BEF was represented on a regular basis at conferences and meetings of the Joint Consortium for School Health (School Health Coordinators' Committee), Partners in Planning for Healthy Living, the Manitoba Physical Education Supervisors Association, the Manitoba Physical Education Teachers' Association, Movement Skills Manitoba, Manitoba Partners for Addictions Awareness, the WRHA Human Sexuality Marketing Steering Committee, the Rec Connections' After the School Bell Rings Advisory Committee and the Winnipeg Community Sport Policy Coordinating Committee.

Science

Manitoba continued to develop new Science curricula consistent with the Pan-Canadian Common Framework. Development work continued on the *Chimie 30S, Chimie 40S, Biologie 40S and Physique 40S* implementation documents. Drafts of each of these documents have now been completed and final versions are being prepared for *Physique 40S*. A final version of the *Biologie 30S* implementation document was released in the spring. The BEF also completed the web-based resource *Gestion des ressources hydriques du lac Winnipeg: une ressource pour le cours de sciences de la nature de la 8e année*, designed to give a Lake Winnipeg focus to the Grade 8 Science water systems cluster, within a context of inquiry.

The BEF continued to sit on the CurioCity/CurioCité Educator Advisory Panel for Let's Talk Science.

The BEF also continued to contribute to a professional learning project on sustainable development, along with the Université de Saint-Boniface and the DSFM. The project's aim is to equip teachers with strategies for approaching issues in science, technology, society and the environment that are related to water quality. Lessons were developed and placed on a wiki. Training was completed for a water monitoring program called *Adopt a River*, and students had the opportunity to test water quality in a river close to their school. The BEF also worked with the Louis Riel School Division to implement the Adopt a River program.

Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. A Scientists in the Classroom grant program provides teachers with up to $1,000 to give students an opportunity to make connections with people working in science. In co-operation with the School Programs Division, the BEF is supporting the updating of the *Science Safety: A Kindergarten to Senior 4 Resource Manual for Teachers, Schools, and School Divisions* document. The BEF is also working with the School Programs Division to implement a 3-year pilot project, *Reading Apprenticeship*, which focuses on reading in content areas at the middle and senior years levels.

Social Studies

The Foundation for Implementation document for the new Grade 11 Histoire du Canada has been completed for the Français and French Immersion programs and will be posted online in June 2012.

The BEF continues to collaborate with the School Programs Division on the development of a new optional Grade 12 course to replace the existing options *Problèmes mondiaux* and *Le monde contemporain.* The new course, *Enjeux mondiaux: citoyenneté et durabilité,* has been piloted by a group of teachers in the Français, French Immersion and English programs in 2011/12 and is available in draft format online to teachers who wish to offer the course in 2012/13. The BEF continues to work on another new Grade 12 option *Le cinéma, témoin de l'histoire moderne*, based on principles of media literacy and historical thinking. This option is available in draft version to teachers who wish to offer the course.

To support curriculum implementation, the BEF continues to offer professional learning sessions on themes related to social studies curriculum, cultural diversity, Aboriginal perspectives and sustainable development as well as in response to requests from teachers or schools.

The BEF continues to participate in the national Historical Thinking project. The BEF also participates and serves as liaison to participating French schools in the activities of the UNESCO Associated Schools Project Network. The BEF also sits on the school selection committee for the citizenship education grant program run by MB4Youth. The BEF is involved with the School Programs Division in various sustainable development projects (ex: sustainable schools handbook, Education for Sustainable Development newsletter, the Education for Sustainable Development school grants program and Eco-Globe schools).

Special Projects

Training workshops were offered to the education community. These workshops helped teachers and guidance counsellors become acquainted with resources supporting their implementation of career development programming. In addition, a session on the electronic Career Cruising service was offered to the education community and to government and non-government agencies working with youth and adults. The BEF also participated in the Career Fair organized by DSFM and le Conseil de développement économique du Manitoba (CDEM).

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by Français and French Immersion schools. The BEF also supports schools that develop SICs by providing technical assistance.

The following items were published and distributed:

- *Éducation Manitoba*, a newsletter for the education community published by the BEF twice a year;
- the *Psychologie, 12^e année* – Framework of outcomes (posted on the Department website);
- *Développement de carrière – Organisation vie-travail, 11^e année – A Foundation for Implementation;*
- *Développement de carrière – Transition vie-travail, 12^e année – A Foundation for Implementation;*
- *Résultats de l'enquête sur les possibilités de mentorat professionnel dans les écoles secondaires du Manitoba*; and
- the French version of the Manitoba Text Book Bureau Catalogue.

The Special Projects Coordinator is working closely with the Anglais/ELA French Immersion Consultant in developing a new support document for schools for newcomer students. The new document will serve to help schools welcome, accompany and support students as they upgrade their academic knowledge and skills.

The BEF participated in, and will continue to be involved with the following initiatives:

- BEF represents Education on the Manitoba Mentors' advisory committee and on the Task group;
- School attendance committee and involvement with the Learning to 18 Regulation implementation; and
- The Manitoba Career Development Strategy.

Professional development

The *Coup d'œil sur l'année* website allows school personnel to register for the many workshops offered by the BEF. The online registration is supported by the BEF employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community. To encourage the involvement of the BEF curriculum consultants in teachers' professional learning related to curriculum assessment and implementation, the BEF works closely with DSFM consultants and schools. The BEF has also endeavored to develop stronger working relationships with FL2-I and Basic French divisional consultants. These efforts are bearing fruit and closer ties have developed between schools and the BEF regarding professional development activities to further support curriculum implementation and best practices.

The BEF continues to support the Collabaunord initiative in response to discussions that began in late 2008/09 on how to provide support for professional learning to French Immersion schools in northern and northwestern Manitoba. The goal is to build communities of professional learners, foster closer co-operation between schools in these regions and the BEF and give new momentum to the French Immersion program and Basic French courses. The project continued in 2011/12. Visits by curriculum consultants to Dauphin, The Pas, Flin Flon and Thompson, supported by videoconferences, led to the establishment of three professional learning communities. Follow-up work continues.

Sustainable Development

The BEF continued to offer interdisciplinary workshops to schools on the topic of education for sustainable development (ESD) as requested by schools.

The BEF continues to collaborate with the School Programs Division on the grant program to support ESD and the Eco-Globe Schools recognition program. The BEF continues to add educational resources on the BEF's ESD website and to distribute the Department's quarterly newsletter on sustainable development to its network of educators and schools.

The BEF continues its collaboration with the *Groupe d'éducation et d'écosurveillance*, a water monitoring and education group, to train teachers and people working in the field of the environment and enable them to participate in the Adopt a River project. This is an environmental awareness and education program that focuses on issues affecting the aquatic environment. The program gets students to observe waterways and gather data to assess their health. This information can then be shared by posting it to a website.

The Branch continues to strive to incorporate the concept of sustainable development more effectively into its annual planning process.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper. The Branch continues to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit, walking, etc. To further minimize paper use and travel, employees were strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

Expenditures by Sub-Appropriation	**Actual 2011/12 $000**	**Estimate 2011/12 FTE**	**Estimate 2011/12 $000**	**Variance Over (Under) $000**	**Expl. No.**
Salaries and Employee Benefits	804	16.50	1,371	(567)	1
Other Expenditures	964		439	525	2
Total Sub-Appropriation	**1,768**	**16.50**	**1,810**	**(42)**	

1. *Under expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid through Other Expenditures (16-3B-2), savings as a result of Voluntary Reduced Workweek, vacancy and underfills, partially offset by vacation and severance payout as a result of a retirement.*

2. *Over expenditure mainly reflects costs for seconded salaries budged in Salaries (16-3B-1) but paid through Other Expenditures and by other minor miscellaneous variances.*

Educational Support Services

The Educational Support Services Branch is responsible for calculating grants to school divisions providing French-language instruction; projects related to the assessment program at the provincial, national and international levels; liaison with provincial, national and international partners in French education; and policy on French-language education and issues pertaining to *The Public Schools Act* as it relates to Français schools.

The Branch is responsible for a variety of issues, activities and services related to French-language education:

- statistics: the annual collection and analysis of data pertaining to additional expenditures and enrolment in the French as a First Language (FL1) and French as a Second Language – Immersion (FL2–I) programs and Basic French courses
- grants: the calculation and monitoring of provincial grants to school divisions and independent schools for the FL1, FL2–I programs and Basic French courses
- assessment: at the provincial level
    - development and administration of Grade 12 standards tests in the FL1 and FL2–I programs
    - support for schools with respect to the project to assess reading at the start of Grade 3 in the FL1 program and at the start of Grade 4 in the FL2–I program
    - support for schools with respect to the project to assess reading comprehension and expository writing partway through Grade 8 in the FL1 and FL2–I programs
    - support for schools with respect to the project to assess student engagement partway through Grade 7 in the FL1 and FL2–I programs
    - development of new assessment guidelines in co-operation with the Instruction, Curriculum and Assessment Branch and consultation with FL1 and FL2–I schools to evaluate the proposed thrusts
- liaison: provision of administrative support to school divisions with respect to the teaching of French as a Second Language and promotion of the French Immersion Program and Basic French instruction
- policy: development and implementation of policy and guidelines relating to French education in Manitoba
- assignments received related to *The Public Schools Act*: examination of issues and questions pertaining to the schools legislation as it relates to French-language education

Statistics and Grants

The Branch saw to the entry, verification and analysis of various data related to the grants for the FL1 and FL2–I programs and Basic French courses. The data on student enrolment, and male/female breakdown of enrolment in the French language were subsequently passed on to Statistics Canada.

The Branch carried out a number of statistical projects in response to special requests and worked closely with other branches to target mailings.

Assessment

The Branch administered pilot Grade 12 standards tests in FL2–I in April and November 2011. Official tests were also administered at the Grade 12 level in FL1 and FL2–I, and training was provided in June 2011 and January 2012 for the divisional co-ordinators responsible for local marking. The local marking of these two tests was audited in June 2011 and February 2012.

The Branch developed two new Grade 12 standards tests in FL1, and two new Grade 12 tests in FL2–I.

The Branch was also responsible for the development of the new Provincial Report Card, which was piloted in September 2012.

Liaison

The Branch continued working with the northern Manitoba school divisions (Collabaunord) in order to further implement their strategic plan for French language education in their schools. A third forum on revitalizing Basic French in the Province was held in February 2012. The Branch co-ordinated the meetings of the divisional co-ordinators responsible for French Immersion and participated in the meetings of the Association manitobaine de directrices et des directeurs des écoles d'immersion française (Manitoba Association of Immersion Principals). The Comité consultatif en français langue seconde (CCFLS) met on three occasions to provide feedback on matters related to French second language education.

Sustainable Development

The Branch continues to work with the School Programs Division on the development and implementation of web-based applications for communicating and sharing information related to the assessment projects in order to maximize human and financial resources and cut down on paper use. In addition, e-mail is used for certain types of communication with the schools.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper. Employees are encouraged to place used paper, glass bottles and aluminum cans in recycling bins.

The Branch encourages employees to use more environmentally-friendly means of transportation such as cycling, car-pooling, public transit, walking, etc. In addition, in an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. Information and communication technology (audio- and video-conferencing) is also favoured in order to minimize travel.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	979	14.50	1,339	(360)	1
Other Expenditures	431		261	170	
Total Sub-Appropriation	**1,410**	**14.50**	**1,600**	**(190)**	

1. *Under expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid through Other Expenditures (16-3C-2), savings as a result of Voluntary Reduced Workweek, vacancy and underfills and as a result of lower requirement for casual staff than budgeted.*

Official Languages Programs and Administrative Services

The Official Languages Programs and Administrative Services Branch administers financial assistance programs under the Official Languages in Education Program (OLEP). The Branch is also responsible for the preparation, co-ordination and administration of the budget and the administrative and secretarial services for the Division.

On March 31, 2010, the governments of Manitoba and Canada entered into an agreement giving Manitoba $49,260,800 to cover a portion of the supplementary costs associated with French-language education and instruction for the four-year period ending in 2012/13. This agreement provides funding for the Division scolaire franco-manitobaine, the Université de Saint-Boniface (USB), the Anglophone school boards and the independent schools that offer French curricula. It also enables the Province to recover a portion of the operating expenses of the BEF. In addition to the financial contribution secured under the four-year agreement, the Government of Canada has approved complementary contributions to the Province of Manitoba to implement initiatives that address emerging priorities.

Within the framework of the OLEP, the Branch collaborated with the Council of Ministers of Education, Canada on the implementation of national programs funded by Canadian Heritage (Odyssey, Explore and Destination Clic). Fifteen post-secondary students were hired to work as language assistants in public schools in Manitoba through the Odyssey program. Approximately twenty students from Manitoba were assigned similar postings outside the Province.

Through the Explore and Destination Clic programs, 348 students from other Canadian provinces came to Manitoba to study French or English as a Second Language, and 264 Manitoba students went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

More than 50 school divisions and non-government organizations received financial support helping them to develop and implement innovative educational and cultural programs, to broaden the application of existing programs, and to respond to specific needs in the area of French-language education in Manitoba.

The Branch participated in 12 projects for students and teachers under the Quebec–Manitoba Agreement. Students enrolled in the post-baccalaureate and master's degree programs in Education at the USB attended a summer institute in Quebec. A Manitoba writer participated in an author exchange with a writer from Quebec. In addition, 16 students from Manitoba were paired with 16 students from Quebec for a six-month exchange consisting of a three-month stay in each province.

The Branch also administers a bursary program enabling teachers and students to pursue studies in French. A total of 452 post-secondary students commenced or continued university studies in French in the past year, and 150 teachers who teach in French upgraded their linguistic or pedagogical skills through summer courses at the USB or another Canadian post-secondary institution.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

3 (d) Official Languages Programs and Administrative Services

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	888	18.00	986	(98)	
Other Expenditures	978		863	115	
Assistance	3,113		3,416	(303)	
Total Sub-Appropriation	**4,979**	**18.00**	**5,265**	**(286)**	

Library and Materials Production

The Library and Materials Production Branch (DREF) is responsible for providing instructional materials and library services to K–12 educators and professionals in the Manitoba Français and French Immersion schools and to schools providing Basic French. Its clientele also includes department staff; school division curriculum consultants; professors and student teachers from the Université de Saint-Boniface, The University of Manitoba and The University of Winnipeg faculties of education; parents enrolled in the Home Schooling Program; and other stakeholders in the school system. The Branch also provides the services of two teacher-coordinators to rural Français and French Immersion schools. The production centre develops digital content and resources such as CDs and DVDs, to support curricula and the work of the BEF assessment unit.

The objectives of the Branch are to:

- provide leadership and professional support in the development, selection and use of all forms of media, including new technologies, as an integral part of the teaching and learning process;
- provide library services and resources to educators in order to support K–12 curriculum implementation, student learning, assessment and performance; pedagogical research and professional learning; and the enrichment of school libraries;
- select, acquire, catalogue and distribute resources for use in response to the needs expressed by curriculum consultants and the province's schools;
- duplicate materials from other jurisdictions for which the Branch has obtained rights for Manitoba schools;
- promote best teaching practices, educational resources, and Branch services in the Français and French Immersion rural schools, through its library outreach program;
- produce new digital resources to support the curricula and the assessment unit.

Library

The library's primary purpose is to circulate the tens of thousands of print and non-print resources in its collection, and to provide documentation and information services. The library provides services to support the implementation of K–12 curricula, research in education and professional learning geared to the needs of K–12 educators. Throughout 2011/12, it lent 65,450 items to more than 3,985 active clients. The reference desk answered 1,770 requests for information and introduced a number of clients to its online catalogue search, reservation and renewal services. Clients used the on-line reservation service to make 1,733 requests and to reserve 3,415 items. The circulation desk prepared 4,848 packages, 2,013 of which were sent out by regular mail and 2,835 by divisional courier. The technical service recorded 4,446 acquisitions.

The library provided support services to school libraries, including help in selecting collection materials. It offered advice and information on websites, cataloguing issues and new technologies. Personalized bibliographic records were sent via Internet to several school libraries in Manitoba through the Web Export service to further save school divisions time and money.

Library staff participated in 12 presentations/displays in schools and school divisions to support the introduction of new curricula. The library also conducted 35 tours of its facility and services. Direct contact was made with some 1,039 educators and 187 student-teachers through these activities. The Branch and its staff also attended conferences and promoted their resources at the Éducatrices et éducateurs francophones du Manitoba conference, and the Special Area Group (SAG) conference.

The reading clubs initiative aimed at promoting youth literature continued at the K–9 levels in the Français and French Immersion schools. More than 7450 students participated in this literary activity and, thanks to the support of three community sponsors, 150 prizes were awarded during monthly draws.

On three separate occasions, lists of new acquisitions were prepared for the Français and French Immersion schools, along with lists for the Basic French teachers. The committee also prepared 10 internal theme-based exhibitions for the library and 5 external displays. A number of updates were also made to the Branch's website.

In partnership with Communication Jeunesse, the DREF organized six author encounters, in 8 French Immersion schools for 174 students and 7 teachers.

The staff also arranged for a second author visit through the Quebec–Manitoba co-operation and exchange program. The author visited 11 Français and French Immersion schools and gave 12 literary presentations to 330 students and 13 educators.

With the intent of supporting literacy, the staff organized 3 workshops with a qualified book mediator. Three different workshops were offered to fifty teacher participants and to 18 students from the French Daycare program, offered at the Université de Saint-Boniface. Following the workshops, video clips are being prepared for the library's digital content.

Production Centre

This service was responsible for producing 32 DVDs, 1 CD-ROM and 3 CDs on behalf of the assessment unit for the pilot and official Grade 12 tests administered in the FL1 and FL2–I programs, among other projects. Furthermore, a total of 427 DVDs and 23 CDs and 112 CD-ROMs were burned.

Library Outreach Program

The two teacher-coordinators, through the library's outreach program visited 64 Français and French Immersion schools and met with approximately 1,300 teachers over the course of the year. They taught over 900 courses in conjunction with teachers, using a variety of instructional resources. They also promoted support materials for the new curricula. An emphasis was placed on the integration of new technologies, including access to educational websites and TFO's online video streaming.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. Recycled paper and printer cartridges were used to cut down on waste. The practice of laminating resources was reduced to a minimum. The policy regarding overdue items was modified to reduce the frequency of late slips mailed out, therefore eliminating to a large extent the paper and envelopes required.

For larger, faxed mail-outs to schools, a standard, non-personalized transmission slip was used. Where possible, ethanol was used to fill the vehicles driven by the teacher-coordinators. Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

The Branch continued to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit and walking. Electronic communication was encouraged to cut down on travel and the use of paper.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	624	11.00	600	24	1
Other Expenditures	397		265	132	2
Total Sub-Appropriation	**1,021**	**11.00**	**865**	**156**	

1. *Over expenditure mainly reflects salary cost for support of the Revitalization of Basic French Program. Over expenditure is partly offset by seconded salaries budgeted in Salaries, but paid from Other Expenditures (16-3E-2).*
2. *Over expenditure mainly reflects costs for seconded salaries budgeted in Salaries (16-3E-1) but paid through Other Expenditures and for the purchase of library resources.*

Education and School Tax Credits

Education Property Tax Credit

The Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic $700 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants and homeowners who have not received the Advance, and anyone who is entitled to an additional, income-tested amount, can claim this refundable credit on their annual income tax return. The objectives of the credit are to provide income tax relief to all Manitobans, and to provide an additional tax reduction for those with lower incomes.

4 (a) Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Education Property Tax Credit	312,983		287,296	25,687	1
Total Sub-Appropriation	**312,983**	**0.00**	**287,296**	**25,687**	

1. *Over expenditure relates to the policy change (increasing EPTC from $650.00 to $700.00) which has been revised based on updated tax data now available and reflects current growth rates in the Manitoba housing market.*

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans over 55 years of age.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
School Tax Assistance for Tenants and Homeowners (55+)	1,139		1,523	(384)	
Total Sub-Appropriation	**1,139**	**0.00**	**1,523**	**(384)**	

Support to Schools

Schools Finance

The objectives of this branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities that enhance the quality of education for K-12 students in Manitoba.

The Branch released the public school FRAME report for the 2009/10 financial statements and 2011/12 budget, and the September 30, 2011 Enrolment Report. The Branch also released the independent school FRAME report for the 2009/10 financial statements.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, the FRAME Committee and the Departmental Renewal Strategy Committee.

The Branch provided financial analysis in the areas of public school funding for the 2012/13 school year (announced January 30, 2012) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2010/11 school year were completed.

The Public Schools Finance Board was provided with support regarding financial and administrative matters on a regular basis and at other times when required or requested, including the issuance of debentures for capital construction. In March 2009, government announced $310 million for new capital construction for four years beginning in the 2009/10 school year, investing $85 million in the first year and $75 million for each of the following three years. For the fiscal year ended March 31, 2012, 80 debentures were issued for a total of $94.3 million for both new and previously approved projects.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of *The Public Schools Act*, regulations and policy were met.

Sustainable Development

The Schools Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has dedicated one printer for using scrap paper for printing "draft" documents, and makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also make use of alternative communication tools to reduce the amount of paper used.

For example, information on Summary Budgeting and Reporting is posted on the Internet; provincial grants are paid to school divisions and independent schools through electronic funds transfer; funding calculations are e-mailed to school divisions; property assessment and Education Support Levy calculations are e-mailed to municipalities; and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms used by school divisions, independent schools and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	996	15.50	1,070	(74)	
Other Expenditures	144		144	0	
Property Assessment	3,035		3,035	0	
Total Sub-Appropriation	**4,175**	**15.50**	**4,249**	**(74)**	

Education Administration Services

The mandate of the Education Administration Services Branch (EAS) is to maintain an effective legislative, regulatory and policy framework for elementary and secondary education; certify a qualified teaching force for Manitoba's schools; collect and maintain a record of senior years student marks; work to ensure a safe pupil transportation system; co-ordinate and communicate both legislation and regulation review and revision; support a network for province-wide education research; provide support to statutory and non-statutory boards and commissions; and provide and co-ordinate translation and French language services for Manitoba Education and Manitoba Advanced Education and Literacy.

During the 2011/12 fiscal year, EAS was also charged with ensuring that independent schools comply with administrative and program requirements, that home schooling students meet basic education standards, and liaise with school divisions and Hutterian communities on issues concerning the education of Hutterian students.

The EAS mandate is accomplished through the work of the following six areas:

- Administration Services
- Pupil Transportation
- Professional Certification
- Student Records
- Translation Services
- Independent Education

Administration Services

Administration Services performs a departmental co-ordination role in the revision of legislation for which the Minister of Education has responsibility:

- *The Public Schools Act*

- *The Education Administration Act*
- *The Public Schools Finance Board Act*
- *The Teachers' Pensions Act*
- *The Teachers' Society Act*
- *The Property Tax and Insulation Assistance Act (Part III.2)*

The Branch fulfills an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to *The Education Administration Act*, *The Public Schools Act*, their supporting regulations and on the education system in general. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations which the Unit answered in writing, in person and by telephone.

Administration Services also co-ordinates appointments to a number of statutory and non-statutory boards and commissions. Please refer to the section on Statutory Board and Commissions for more details.

Major Activities and Key Accomplishments during 2011/12:

- Effective support to the Minister and Deputy Minister concerning educational administration policy implementation considerations and the development of statutes, regulations and policies. During 2011/12, new legislation was introduced related to reporting of bullying and other harm, amendments to teachers pensions contribution and preparing students for success. Policy initiatives such as standardized dates for inservice days, and the Kindergarten to Grade 3 class size initiative were also launched.

- Support to K-12 education related research projects through the Manitoba Center for Health Policy (MCHP) and the Manitoba Education Research Network Program (MERN), and liaison with Deans of Manitoba's faculties of education, superintendents of school divisions and senior leaders in the education field regarding research in education.

- Support to the provincial Oversight Committee, comprised of representatives from education stakeholder organizations, which provides advice and recommendations to the Department on the multiple policy elements related to K-3 class size reduction. EAS liaises with executive members of education organizations, superintendents of school divisions and school administrators on matters related to K-3 class size reduction.

- EAS continues to manage the collection and reporting of high school graduates data and production of the provincial graduation rate series. Timely response to several departmental, inter-departmental and external requests for information was fulfilled during the year.

Pupil Transportation

The Pupil Transportation Unit (PTU) supports the safe, efficient and economical operation of the pupil transportation (school bus) system in Manitoba.

The Unit conducts on-site reviews of division transportation systems to ensure regulatory compliance related to school bus vehicle operations; provides assistance to school divisions in developing preventative maintenance programs; provides training and seminars for transportation supervisors, school bus driver instructors and school bus mechanics; arranges the provincial tender for purchasing of new school buses; develops bus vehicle purchase specifications; performs quality control inspections of new buses; and maintains a school bus fleet inventory.

The Unit issues School Bus Operator's Certificates to newly qualified school bus drivers trained by certified instructors. It maintains a registry of all certified school bus operators in Manitoba.

The Unit also acts as liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues. Information collected about defective parts or manufacturing is collated and stored in a database that is then shared with manufacturers.

Major Activities and Key Accomplishments during 2011/12:

- The Unit acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing and the Unit's newsletter, *The Signal.* The Unit has made several presentations on the updated *School Bus Driver's Handbook* published by PTU to school bus drivers at school division professional development inservices. The School Bus Driver Instructor's Manual was also updated. This Manual is a tool used by certified school bus driver instructors. The Unit held two-day "refresher sessions" for current school bus driver instructors in Winnipeg and Brandon. It also held a two-day seminar on enhanced preventive maintenance initiatives in Winnipeg and Brandon.

- As a reminder to school bus drivers and students about the importance of being visible around the school bus vehicle, the 2011 School Bus Safety Week theme was *"I See the Driver - the Driver Sees Me"*. Materials were developed and distributed electronically to school divisions in early October.

- The Unit is an active member of the Canadian Standards Association's (CSA) D250 Technical Committee on School Buses. The Technical Committee is currently finalizing a new version (D250-12) that will, for the first time, encompass in one document specifications for Transportation of Persons with Physical Disabilities (extracted from CSA Standard D409). The new Standard will include specifications for standard school buses as well as those for school buses transporting students in wheelchairs or using other mobility aids. The draft version will be available near the end of 2012. Manufacturers will be given an opportunity to respond to the document before an effective date is applied.

- 23 out of 37 school divisions participated in the 2012 centralized school bus tender process. Benefits of participation in the central tender process include preparation of specifications for school buses and tender documents, inspection data and defect analysis. In addition, pilot model reviews and plant audits were conducted at manufacturing plant locations by PTU staff. All new school buses purchased through the central tender are subjected to a final acceptance inspection performed by PTU inspectors prior to delivery to the school division. School buses purchased outside the central tender as well as those purchased by contractors providing school bus services to school divisions, are also subjected to the acceptance inspection process. The Unit communicates with staff from Manitoba Public Insurance (MPI) and Manitoba Infrastructure and Transportation (MIT) with regard to the annual inspection of 10% of the Province's school bus fleet. As well, the Unit is informed of MIT's school division roadside inspections and operational audits. Statistics obtained from these inspections are used to assess the effectiveness of local preventive maintenance programs.

- Every year the Unit performs, on a rotational basis, audits of three or four school divisions to ensure their transportation systems are in compliance with *The Public Schools Act* and its Regulations, local policy, and with best known practices for the safe transportation of students. Upon completion of an audit, the Unit provides the school division with an Evaluation Report that identifies its strengths and areas of concern. Where policy and practices may be lacking, corrections or adjustments for compliance are suggested. Follow-up communication with the school division one year after issuance of the Evaluation Report ensures that appropriate actions have been taken. Three audits were undertaken in the 2011/12 school year.

Professional Certification

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators and principals) in Manitoba's school system. Assessment of education and work experience credentials in order to certify professional personnel in the school system are conducted for applicants from either in or out of the province.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Unit conducts and manages an annual collection of educational and other information from schools and divisions, and produces an annual comprehensive provincial directory of all schools and school divisions in Manitoba, which identifies the number of teachers and students in each school, the program offerings and contact information. It also provides current and accurate school-based data to other departmental branches and to external users.

The Unit also provides administrative support to the Teacher Education and Certification Committee (TECC) and provides assistance to the Certificate Review Committee (CRC). Please refer to the Statutory Boards and Commissions section for more details.

Major Activities and Key Accomplishments during 2011/12:

- Teaching certificates were issued to 690 Manitoba Faculty of Education graduates. Another 294 teachers from out-of-province were certified. In addition, 76 School Clinician certificates, 100 Special Education certificates, 11 Special Education Coordinator certificates, 62 Level 1 School Administrator and 17 Level 2 Principal Certificates were granted among other teacher certification services. The Unit processes over 300 statements of standing, 393 reclassifications, 157 duplicate certificates requests, 289 name changes and 125 out-of-country evaluations.

- The Unit also co-ordinates a teacher exchange program. Seven applications were processed and three completed matches were found.

- The Unit responded to over 15,000 queries received on the toll-free information line plus more than 10,000 calls from outside Manitoba and Canada.

Student Records

The Student Records Unit maintains a comprehensive database on Senior Years students' final marks for the Province and issues official transcripts based on these records.

The Unit supports the student registration system by assigning Manitoba Education numbers to students entering the Province/school system during the school year and after September 30; and annually collects and maintains a record of senior years marks and high school credits for Manitoba students.

Major Activities and Key Accomplishments during 2011/12:

- A total of 1,735 regular high school transcripts were issued in response to requests during the 2011/12 fiscal year.

- The Unit has collected high school credits for over 65,000 students. It also maintains over 180,000 student identification numbers (MET#).

Translation Services

Translation Services ensures compliance with Government policy on French Language Services (FLS) and provides support in the production of bilingual publications and co-ordinates departmental translation requests for both Manitoba Education and Manitoba Advanced Education and Literacy.

Major Activities and Key Accomplishments during 2011/12:

Translation Services facilitated communication of departmental program and policy thrusts by co-ordinating the translation and proofreading of numerous documents including: curriculum documents, funding material, Public Schools Finance Board material, Manitoba Student Loans material, Early Years Education material, Provincial Standards Tests material, Leadership Scholarship material, Education Manitoba articles, Manitoba Education Research Network newsletters and policy implementation documents, Manitoba Report Card support documentation for educators, program manual and resource guide on Active and Safe Route to Schools in Manitoba, Manitoba Prospects tabloid and Career Development material, as well as the Touchstone/Touchpebble teacher's edition material.

This year, 5,902 pages were translated externally. Staff of the Unit translated, researched and proofread 946 pages. In total, the Unit processed 6,848 pages for Manitoba Education and Manitoba Advanced Education and Literacy.

In an effort to streamline the translation process and to increase efficiency and productivity, the Translation Unit upgraded its translation software with the purchase of Studio 2011. Further to this acquisition, all members of the Unit received a one-day training session to better utilize this localization tool. This will help staff remain up-to-date in technology usage and meet the high demand of FLS services, more particularly in the area of translation services, thus improving on the simultaneous dissemination of public documents.

Statutory Boards and Commissions

The Education Administration Services Branch co-ordinates appointments to a number of statutory and non-statutory boards and commissions, and provides for the payment of expenses incurred in the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)

In December 2002, the Minister of Education created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met six times this year.

Provincial Evaluation Committee

Upon request, the Provincial Evaluations Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification and other issues with which the Unit is involved. The Committee did not meet this year.

Certificate Review Committee

The Certificate Review Committee, established under s. 5 of the *Education Administration Act*, investigates and reports on cases in which teachers' certificates are to be reviewed for cause. The Committee hears cases in which a teacher's or clinician's credentials are referred for review by the Minister of Education. The Minister will then make decisions with respect to continued certification. There were no hearings in 2011.

Board of Reference

The Board of Reference, established under s. 8 of the *Public Schools Act*, decides on matters related to the alteration, formation and dissolution of school division/district boundaries. It deals with requests for land transfers between divisions, creation of wards within divisions and districts, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held 4 hearings during the 2011/12 fiscal year.

Advisory Board

The Advisory Board, established under sections 10-17 of the *Education Administration Act*, makes regulations with respect to religious exercises/patriotic observances and considers other matters as referred to it by the Minister of Education. The Board did not meet this year.

Independent Education

The Independent Education Unit (IEU) is responsible for ensuring that students who are enrolled in funded and non-funded independent schools and students who are homeschooled receive an education that is deemed equivalent to that of students enrolled in the public school system. The Unit facilitates ongoing communication between the Department, independent schools, school divisions and Hutterian communities. The Independent Education Unit also liaises with organizations such as the Manitoba Federation of Independent Schools, the Association of Christian Schools International, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface and the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools, the Hearth Families Incorporated and the Manitoba Association of Schooling at Home.

Major Activities and Key Accomplishments during 2011/12:

- The Unit annually inspects approximately half of the funded independent schools to ensure that these schools comply with administrative and program requirements, where applicable, and also provides services for the administration and staff in all of the funded independent schools. Currently, there are 59 schools that receive funding from the Province or are on the waiting list for funding.

- The Unit liaises with 47 non-funded independent schools and provides consultative support related to pedagogical methods, acquiring relevant resources, and developing strategies for improving learning outcomes for students. It liaises with Hutterian communities and school divisions on issues concerning the education of Hutterian students.

- The Unit processes Homeschooling Notification forms for over 2,400 homeschooled students annually, checks progress reports twice a year for these students, liaises with homeschool families and organizations and visits homeschools as necessary to ensure that their educational plans meet basic education standards. It also maintains a database of registered home schooled students.

- The Unit inspects overseas schools that have signed agreements for the use of Manitoba curricula in order to ensure compliance with curricular and administrative requirements as set out in those agreements. Overseas schools are located in China (2), Thailand (1), South Korea (1), Ghana (1) and Egypt (1).

- The Unit responds to many inquiries from parents, departmental staff and outside agencies regarding independent education in Manitoba. In addition, staff members make presentations to university classes on independent education and on other educational topics of request, as well as facilitate workshops on school governance for school board members and representatives of parent advisory councils.

Effective April 1, 2012, the Independent Education Unit was transferred to Instruction, Curriculum and Assessment Branch (ICAB) of School Programs Division. The purpose of this change is to provide closer links and opportunities between IEU and the other ICAB units and enhance the quality of education offered through the independent education programs by providing more accessibility to educational consultant support.

The Independent Education Unit will continue to work closely with Education Administration Services Branch on matters related to policy, regulation and legislation for funded, non-funded, overseas schools and homeschooling programs.

Sustainable Development

Staff in both urban and rural offices continue to meet the government's sustainable development goals through recycling opportunities, reducing the amount of paper usage and utilizing electronic communication whenever possible. To help meet the Department's goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings and teleconferencing.

The Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.

With respect to the Province's Aboriginal Procurement Initiative the Branch will, where possible, purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	2,004	31.50	2,104	(100)	
Other Expenditures	707		691	16	
Total Sub-Appropriation	**2,711**	**31.50**	**2,795**	**(84)**	

Schools Information System

The Schools Information System (SIS) provides project management, consulting and business analysis support for technology and innovation initiatives related to the K-12 administrative environment. The primary application within the Schools Information System is the Education Information System (EIS). EIS consists of a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Systems and Technology Services (STS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by STS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The K-12 Schools Information Management Advisory Council, comprised of representatives from the Manitoba Association of School Business Officials and the Manitoba Association of School Superintendents, collaborates with the Department regarding the effective management, use and stewardship of education information regarding the Manitoba K-12 community.

EIS Collection has been used across the Province by schools and divisions since September 1997. Schools and divisions report enrolment, student marks and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data and to provide information on teaching activities. To support school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS and EIS Collection.

STS continues to enhance the web-based applications for collection of assessment results regarding Early and Middle Years Assessment and Provincial Test Student Registration. In addition to the EIS, STS manages related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit and the Bureau de l'éducation française.

All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

STS continues to transfer technical responsibilities of the Branch to ICT Services Manitoba while enhancing the ICT-related business capabilities of the Branch as defined by the ICT Restructuring Initiative.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. STS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	87	3.00	95	(8)	
Other Expenditures	98		186	(88)	
Total Sub-Appropriation	**185**	**3.00**	**281**	**(96)**	

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Manitoba Advanced Education and Literacy (MAEL), and in collaboration with the departments of Aboriginal and Northern Affairs (MANA) and Entrepreneurship, Training and Trade (METT) to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sector research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education, MAEL, MANA and METT on matters as they relate to Aboriginal education and training.

AED works with and supports the Aboriginal Education Directorate Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people. AED also works with and supports the Advanced Education, Training and Literacy Aboriginal Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to post-secondary education, training, literacy and employment as it relates to Aboriginal people.

Directorate staff participated in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies.

AED partners with all provincial educational institutions to make post-secondary education more inclusive and culturally relevant for Aboriginal students and to promote Aboriginal teacher education. Implementation of *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit continued in the 2011/12 school year.

AED continues to work with school divisions and other partners in the collection of Aboriginal identity data. The purpose of the data collection, which has been integrated within the Province-wide Education Information System, is to improve baseline data for policy development and planning programs for student success.

Manitoba Aboriginal educators are profiled monthly on the AED website.

Manitoba Education continues to work with the Council of Ministers of Education, Canada (CMEC) on its Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared.

Manitoba continues to dialogue with delegates from Assembly of Manitoba Chiefs, Manitoba Metis Federation, Mother of Red Nations and Aboriginal Council of Winnipeg regarding the CMEC Summit on Aboriginal Education.

AED co-ordinates 46 Building Student Success with Aboriginal Parents sites to increase parental and community involvement and 29 Community Schools Partnership Initiative project sites.

Manitoba Education participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website project and developed the *WNCP Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Metis and Inuit Content* resource tool. Manitoba Education continues to participate on the WNCP First Nations, Metis & Inuit Education Directors Table.

Over 8 cultural and anti-racist education workshops were conducted during the 2011/12 fiscal year. These include *A Journey from Cultural Awareness to Cultural Competency* training sessions and direct service to schools, educators, post-secondary institutions, parents, government departments and community agencies.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Metis Federation, the Aboriginal Council of Winnipeg, The Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders.

Directorate staff participated and collaborated in the development and effective delivery of training strategies to improve Aboriginal participation in the labour force.

AED and Adult Learning and Literacy co-ordinate the networking of the Aboriginal Adult Learning Circle through the Aboriginal component of the Adult Literacy Strategy.

The Directorate co-ordinates the province-wide implementation of the Respect In School (RIS) Initiative. RIS is a bilingual on-line curriculum program intended to help create safer, more respectful educational environments by providing staff and volunteers with the information to understand and respond to incidents of bullying, abuse, harassment and neglect.

AED also continues to manage the five year, $3 million Making Education Work (MEW) research project intended to assist Aboriginal high school students complete high school and pursue post-secondary education. A MEW Implementation Report has been released with an Outcomes Report scheduled for release in the 2012/13 school year.

Sustainable Development

AED staff commit to the reduction of the carbon footprint that can deluge the natural order. Branch activities are co-ordinated within sustainable development and procurement guidelines by the purchase and use of recycled paper, recycled office supplies, where possible, and the recycled toner cartridge program. AED uses coffee mugs over plastic or styrofoam cups for guests during meetings in-house. AED has a "no bottled water" boardroom policy and staff are encouraged to use plant friendly water receptacles. Car pooling is mandatory for any out of office functions where more than one staff member is attending. Branch staff are encouraged to bring utensils and plates from home for use during potluck lunches. AED staff pick traditional medicinal plants for meetings, ceremonies and gift giving as an alternative to purchasing them. Purchased medicinal plants are usually machine picked disturbing the root level as opposed to picking at ground level as to not injure the growth cycle of the plant and sustain, with honour, the environment they live in.

5 (d) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	533	9.00	721	(188)	
Other Expenditures	564		653	(89)	
Total Sub-Appropriation	**1,097**	**9.00**	**1,374**	**(277)**	

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and one special revenue school district through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating support for the costs of The Public Schools Finance Board; and to meet government's obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2011/12 school year increased by 2.7%, or $30.0 million, to $1,134.7 million from $1,094.1 million for the 2010/11 school year. Funding is supported by general revenue appropriations and the Education Support Levy.

Funding to independent schools for the 2011/12 school year increased 5.4% or $3.2 million, to $63.9 million from $60.7 million for the 2010/11 school year.

The Branch continued to work closely with independent schools to facilitate enrolment and financial reporting consistent with the provision of funding.

General Support Grants

The objective is to reimburse school divisions for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2010 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to $30.3 million in 2011/12 from $29.1 million in 2010/11 due to an increase in payroll costs from 2009 to 2010.

Other Grants

The objective is to provide financial support to educational organizations.

During 2011/12, grants totalling $3.4 million were paid to 15 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers' Retirement Allowances Fund (TRAF)

TRAF administers teachers' pensions under *The Teachers' Pensions Act*. The Department provides funding for the employer's share of current teacher service contributions and funds interest costs associated with the Province's borrowings to partially fund the outstanding pension liability.

5 (e) Schools Grants
5 (f) Other Grants
5 (g) Teachers' Retirement Allowances Fund
5 (h) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
(e) Schools Grants					
- Operating Grants	1,022,667		1,022,356	311	
- General Support Grants	30,495		30,300	195	
(f) Other Grants	3,444		2,865	579	1
(g) Teachers' Retirement Allowances Fund	145,087		147,404	(2,317)	2
(h) Recoverable from Advanced Education and Literacy	(180)		(180)	0	
Total Sub-Appropriation	**1,201,513**	**0.00**	**1,202,745**	**(1,232)**	

1. *Over expenditure mainly reflects a one-time grant payment to the Free the Children organization to support the We Schools in Action program. Over expenditure also reflects increased requirement for Jobworks, Behavioural Health Foundation and for Royal Winnipeg Ballet, partially offset by reduced requirement for the sustaining grant to the Council of Ministers of Education.*

2. *Under expenditure results from lower claims by school divisions for retroactive payments than originally anticipated.*

Capital Funding

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

6 Capital Funding

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Capital Funding	48,231		48,181	50	
Total Sub-Appropriation	**48,231**	**0.00**	**48,181**	**50**	

Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

7 Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
(a) Amortization Expense	142		141	1	
(b) Interest Expense	19		18	1	
Total Sub-Appropriation	**161**	**0.00**	**159**	**2**	

PART B – CAPITAL INVESTMENT

Capital Investment

The Province implemented a new accounting policy for tangible capital assets in 1999/2000 based on standards issued by the Canadian Institute of Chartered Accountants. These standards require that expenditures on tangible assets be amortized over the useful life of the asset. Recognizing amortization in this way allocates the cost of capital assets to the periods of service provided and amortization is recorded as an expense in the statement of operations.

Tangible capital assets are those with a useful life extending beyond one year which are acquired, constructed or developed and held for use, not for resale. Tangible capital assets with a value less than the accepted capitalization limit will be expensed in the year of acquisition.

Education

Expenditures by Sub-Appropriation	Actual 2011/12 $000	Estimate 2011/12 FTE	Estimate 2011/12 $000	Variance Over (Under) $000	Expl. No.
Capital Investment	77		83	(6)	1
Total Sub-Appropriation	**77**	**0.00**	**83**	**(6)**	

1. *Decreased expenditure reflects lower costs than anticipated for the purchase of modular file units for the storage of school blueprints. Note: additional Part B Authority was provided through the Enabling Vote to purchase two specialized scanners for Instruction, Curriculum and Assessment for provincial assessments.*

Financial Information

Department of Education

Reconciliation Statement
($000s)

DETAILS	2011/12 ESTIMATES
2011/12 Main Estimates	$1,586,218
2011/12 Estimate	$1,586,218

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation		Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
		Education (16)				
	16-1	Administration and Finance				
37	(a)	Minister's Salary	37	37	0	
	(b)	Executive Support				
579		- Salaries and Employee Benefits	600	589	11	
112		- Other Expenditures	112	98	14	
	(c)	Financial and Administrative Services				
927		- Salaries and Employee Benefits	870	781	89	
326		- Other Expenditures	214	218	(4)	
	(e)	Systems and Technology Services				
245		- Salaries and Employee Benefits	159	172	(13)	
238		- Other Expenditures	102	3	99	1
(570)	(f)	Less: Recoverable from Advanced Education and Literacy	(570)	(570)	0	
1,894		Total 16-1	1,524	1,328	196	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation		Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
	16-2	School Programs				
	(a)	Division Administration				
313		- Salaries and Employee Benefits	333	296	37	
70		- Other Expenditures	60	71	(11)	
	(b)	Manitoba School for the Deaf				
3,474		- Salaries and Employee Benefits	3,289	3,247	42	
383		- Other Expenditures	394	429	(35)	
	(c)	Instruction, Curriculum and Assessment				
7,329		- Salaries and Employee Benefits	6,077	6,438	(361)	
3,972		- Other Expenditures	4,312	4,388	(76)	
453		- Assistance	437	462	(25)	
	(d)	Program and Student Services				
3,325		- Salaries and Employee Benefits	3,327	3,226	101	
1,418		- Other Expenditures	1,140	1,098	42	
80		- Assistance	66	77	(11)	
	(e)	Educational Resources				
3,940		- Salaries and Employee Benefits	3,712	3,816	(104)	
1,220		- Other Expenditures	1,219	1,294	(75)	
25,977		Total 16-2	24,366	24,842	(476)	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation		Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
	16-3	Bureau de l'éducation française				
	(a)	Division Administration				
184		- Salaries and Employee Benefits	187	184	3	
21		- Other Expenditures	21	22	(1)	
	(b)	Curriculum Development and Implementation				
1,371		- Salaries and Employee Benefits	804	759	45	
439		- Other Expenditures	964	979	(15)	
	(c)	Educational Support Services				
1,339		- Salaries and Employee Benefits	979	1,020	(41)	
261		- Other Expenditures	431	492	(61)	
	(d)	Official Languages Programs and Administrative Services				
986		- Salaries and Employee Benefits	888	878	10	
863		- Other Expenditures	978	1,104	(126)	
3,416		- Assistance	3,113	3,822	(709)	2
	(e)	Library and Materials Production				
600		- Salaries and Employee Benefits	624	561	63	
265		- Other Expenditures	397	338	59	
9,745		Total 16-3	9,386	10,159	(773)	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation		Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
	16-4	Education and School Tax Credits				
287,296	(a)	Education Property Tax Credit	312,983	274,822	38,161	3
1,523	(b)	School Tax Assistance for Tenants and Homeowners (55+)	1,139	1,363	(224)	
288,819		Total 16-4	314,122	276,185	37,937	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation		Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
	16-5	Support to Schools				
	(a)	Schools Finance				
1,070		- Salaries and Employee Benefits	996	1,070	(74)	
143		- Other Expenditures	144	147	(3)	
3,035		- Property Assessment	3,035	2,994	41	
	(b)	Education Administration Services				
2,104		- Salaries and Employee Benefits	2,004	1,996	8	
691		- Other Expenditures	707	670	37	
	(c)	Schools Information System				
95		- Salaries and Employee Benefits	87	95	(8)	
186		- Other Expenditures	98	87	11	
	(d)	Aboriginal Education Directorate				
721		- Salaries and Employee Benefits	533	545	(12)	
653		- Other Expenditures	564	523	41	
	(e)	Schools Grants				
1,022,356		- Operating Grants	1,022,667	966,457	56,210	4
30,300		- General Support Grants	30,495	29,073	1,422	5
2,865	(f)	Other Grants	3,444	2,889	555	6
147,404	(g)	Teachers' Retirement Allowances Fund	145,087	142,340	2,747	7
(180)	(h)	Less: Recoverable from Advanced Education and Literacy	(180)	(180)	0	
1,211,443		Total 16-5	1,209,681	1,148,706	60,975	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation		Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
48,181	16-6	Capital Funding	48,231	47,112	1,119	8
48,181		Total 16-6	48,231	47,112	1,119	

Manitoba Education

Expenditure Summary

For the fiscal year ended March 31, 2012, with comparative figures for the previous fiscal year ($000s)

Estimate 2011/12	Appropriation			Actual 2011/12	Actual 2010/11	Increase (Decrease)	Explanation Number
	16-7	Costs Related to Capital Assets					
141	(a)	Amortization Expense		142	140	2	
18	(b)	Interest Expense		19	21	(2)	
159		Total 16-7		161	161	0	
1,586,218		**Total - Education**		1,607,471	1,508,493	98,978	

Explanation Number:

1. Variance is the result of the reallocation of budgets between Systems and Technology Services (16-1D-2) and Schools Information Systems (16-5C-2) that were needed during the 2010/11 Estimates to properly reflect the required transfer to Business Technology and Transformation.

2. Decreased expenditure mainly reflects the one-time payment in 2010/11 for the Garderie Jolys Co-op. Decreased expenditure is partially offset by grant payments in 2011/12 for the Missing Women and Special Projects/French Revitalization programs.

3. Increased expenditure mainly reflects natural growth in entitlements in 2010/11 for the Education Tax Credit Program as well as policy changes and benefit enhancements mainly as a result of the change in the base tax credit from $650.00 to $700.00.

4. Increased expenditure in 2011/12 mainly relates to the Schools Finance Program as a result of the funding of schools announcement to school divisions. Increased expenditure also reflects increased requirements in 2011/12 for the Tax Incentive Grant, Independent Schools, and for the Division scolaire franco-manitobaine (DSFM) support grant.

5. Increased expenditure reflects an increase payroll costs paid to school divisions in 2011/12.

6. Increased expenditure mainly reflects a one-time grant payment in 2011/12 to the Free the Children organization to support the We Schools in Action program.

7. Increased expenditure reflects increased costs for TRAF in 2011/12 which represents the province's obligation for current service contributions.

8. Increased funding in 2011/12 for Capital Grants mainly reflects the increased debenture and debt requirements and for one-time funding for the Evergreen TVI Industrial Arts – Skill Build Program.

Manitoba Education
Revenue Summary
For the fiscal year ended March 31, 2012 with comparative figures for the previous fiscal year ($000s)

Actual 2010/11	Actual 2011/12	Increase (Decrease)	Source	Actual 2011/12	Estimate 2011/12	Variance	Expl. No.
			TAXATION				
-	-	-	Total	-	-	-	
			OTHER REVENUE				
681	603	(78)	Fees	603	647	(44)	
321	433	112	Sundry	433	332	101	1
1,002	1,036	34	Total	1,036	979	57	
			GOVERNMENT OF CANADA				
79	53	(26)	Canada Millennium Scholarship Foundation Research Study	53	137	(84)	2
10,988	10,238	(750)	Minority Languages Education and Second Language Instruction	10,238	10,226	12	3
11,067	10,291	(776)	Total	10,291	10,363	(72)	
12,069	11,327	(742)	**Total – Education**	11,327	11,342	(15)	

Manitoba Education
Revenue Summary
For the fiscal year ended March 31, 2012 with comparative figures for the previous fiscal year ($000s)

Explanation Number:

1. **Sundry:** $ 112 over 2010/11 Actual
$ 101 over 2011/12 Estimate

Increase over 2010/11 Actual reflects the receipt of tuition fees for non-resident students from the Roseau River First Nations attending school in the Borderland School Division. Increase also reflects additional sales of Independent Study Option (ISO) reference materials as the result of a new awareness campaign.

Variance mainly reflects the receipt of tuition fees for non-resident students from the Roseau River First Nations attending school in the Borderland School Division. Increase also reflects greater sales of ISO materials mainly as the result of a new awareness campaign.

2. **Making Education Work Research Study:** $ 84 under 2011/12 Estimate

Variance reflects a delay in the completion of the Making Education Work Research Study resulting in a reduction in recognition of corresponding revenue.

3. **Canada Minority Languages Education and Second Language Instruction:** $ 750 under 2010/11 Actual

Decrease reflects one-time funding received in 2010/11 from Canadian Heritage related to capital grant assistance for the Garderie Jolys Co-op Inc. to support the construction of a child care facility at École Réal-Bérard in St. Pierre Jolys.

Manitoba Education

Five Year Expenditure and Staffing Summary by Main Appropriation

For the fiscal years ended March 31, 2008 to March 31, 2012

Main Appropriation	2007/08		2008/09		2009/10		2010/11		2011/12	
	FTE	$000	FTE	$000	FTE	$000	FTE	$000	FTE	$000
16-1 Administration and Finance	25.50	1,290	26.00	1,720	25.00	1,521	25.00	1,328	24.00	1,524
16-2 School Programs	262.39	26,162	264.39	28,236	263.77	26,378	263.77	24,837	264.77	24,366
16-3 Bureau de l'éducation française	61.00	9,019	61.00	10,151	62.00	10,009	62.00	10,159	62.00	9,386
16-4 Education and School Tax Credits		230,355		247,707		268,059		276,185		314,122
16-5 Support to Schools	59.50	982,687	60.50	1,054,224	60.50	1,108,619	59.00	1,148,706	59.00	1,209,681
Sub-total	408.39	1,249,513	411.89	1,342,038	411.27	1,414,586	409.77	1,461,215	409.77	1,559,079
16-6 Capital Funding		62,349		47,542		46,779		47,112		48,231
16-7 Costs Related to Capital Assets		265		165		162		161		161
Total - Education	**408.39**	**1,312,127**	**411.89**	**1,389,745**	**411.27**	**1,461,527**	**409.77**	**1,508,488**	**409.77**	**1,607,471**

* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.

Performance Reporting

Performance Reporting Table

The following section provides information on key performance measures for the department for the 2011/12 reporting year. All Government of Manitoba departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

For more information on performance reporting and the Manitoba government, visit www.manitoba.ca/performance

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2010/2011 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
1. Overall student learning, by measuring the high school graduation rate, which shows the percentage of high school students that complete Grade 12.[1]	Graduation rate is the most common indicator associated with school system success. It represents completion of schooling.	For the school year ending June 2001, the graduation rate was 72.4% (public and funded independent schools). Additionally, 639 adult learners obtained high school or mature student high school diplomas at Adult Learning Centres.	For the school year ending June 2011, the graduation rate was 83.5% (public and funded independent schools). Additionally, 1,438 adult learners obtained high school or mature student high school diplomas at Adult Learning Centres.	This measurement continues to trend upward.	In 2011, Manitoba introduced The *Preparing Students for Success Act* requiring young people to stay in school, or participate in approved activities and programs (including work training programs) that provide educational benefits, until they are 18 or graduate.
2. Student learning as reported in national and international assessments jurisdictions, by measuring results from the Pan-Canadian	Manitoba Education participates in national and international assessments in order to compare Manitoba performance to other	SAIP 1997, 13-year-olds, Mathematics (averages of 'Content' and 'Problem Solving'): Manitoba ranked 8th with 49.8% of students (both languages) reaching the	PCAP 2010, 13-year-olds, Mathematics (major domain): Manitoba ranked 10th with 84% of Manitoba students (both languages) reaching	General trend for PCAP is a small decline in rankings in 2010 with Manitoba 10th across domains among Canadian jurisdictions.	Manitoba Education is working with school divisions and stakeholders to better interpret and use assessment data to inform instruction.

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[1] The Manitoba high school graduation rate is calculated using the same methodology as Nova Scotia and Ontario (Grade 12 graduates divided by Grade 9 enrolment four years previous). While some provinces employ the same methodology but use Grade 8 or Grade 10 previous enrolment, the remaining provinces use a rate calculation methodology similar to Manitoba that divides the number of graduates by either Grade 12 enrolment in the same academic year or by the population of an age specific group.
Note: Consistent with how the majority of provinces report a high school graduation rate, adult learners have been removed from the calculation.

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2010/2011 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
Assessment Program (PCAP) - PCAP was preceded by the School Achievement Indicators Program (SAIP) – and the Programme for International Student Assessment (PISA).	jurisdictions.	'expected' level compared to 55.8% for Canada (both languages). 2003 PISA,15-year-olds, Science (minor domain meaning fewer students, less content coverage, less analysis than if it was a major domain): Canada ranked 11th among the 40 countries participating and Manitoba (both languages) ranked 6th in Canada. PISA 2000 - Reading (major domain), Canada (both languages) ranked 2nd among 31 participating countries. Manitoba (both languages) ranked 5th with 89.4% reaching 'expected' level compared to 90.4% for Canada.	the 'expected' level compared to 91% for Canada (both languages). 2009 PISA, 15-year-olds, Reading (major domain): Canada (both languages) ranked 6th overall among the 65 participating countries; In Canada, Manitoba (both languages) ranked 9th with 82.4% reaching baseline proficiency compared to 89.7% for Canada.	2009 PISA results showed a small decline in the performance of Manitoba students after a number of years of stable results near the middle of Canadian jurisdictions. Canada continues to perform well relative to international comparisons, with Manitoba now being on par with the average score of developed nations (OECD) participating in PISA.	Manitoba has undertaken initiatives, in partnership with school divisions, to support the development of students' reading skills. The next release of PCAP information is a contextual report (focus on Mathematics) expected in the summer of 2012.
3. Successful preparation for skilled employment, by measuring the enrolment numbers in technical-vocational and college programs (skilled employment training).	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in skilled work training is an important measure of the effectiveness of the basic education	1999/00 College enrolment Full time 10,452 Part time 597 Total 11,049 1999/00 senior years	2010/11 College enrolment Full-time 15,519 Part-time 1,618 Total 17,137 2010/11 senior years	College enrolment increased between 1999/2000 to 2010/11 by 35.5% with a one year net increase of 1.1% from 2009/10 to 2010/11 (1.5% increase for FT and decrease of -3.6% PT).	Increasing public awareness of career opportunities and training results in growing recognition of tech-voc education as a viable educational pathway.

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2010/2011 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
	system.	apprenticeship option enrolment - 134 students	apprenticeship option enrolment - 662 students.	The Senior Years Apprenticeship Option is showing increased school division participation. Technical-vocational education trends are toward greater cross curricular integration and community participation.	Dedicated staffing at the Apprenticeship Branch increased. Three Regional Co-ordinators have been hired to work with 12 school divisions. The Technical Vocational Initiative continues to expand trade career awareness, ensure curriculum currency and relevance, and develop seamless accessibility pathways.
4.Successful preparation for university education, by measuring the pattern of sequential entry into Manitoba universities among current graduates of Manitoba high schools.	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in universities is an important measure of the effectiveness of the basic education system.	In 2001, 4,041 or 34.0% of all Manitoba high school graduates entered a Manitoba university that same year.	In 2011, 5,084 or 38.2% of all Manitoba high school graduates entered a Manitoba university that same year.	Following a trend of increased numbers of high school graduates annually, (with the exception of a 3.4% decrease in grads from 2009 to 2010), the total number of graduates increased by 374 students between 2010 and 2011. Despite increases or decreases in the overall number of high school graduates, the percentage of graduates entering a Manitoba university remained unchanged at approximately 38%	Manitoba's effort to increase post-secondary participation at all levels is showing success.

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2010/2011 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
				between 2010 and 2011.	

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The Act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the Act may be contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The *Act* is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the Act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the Act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine whether action is required under the Act, and must be reported in a Department's annual report in accordance with Section 18 of the Act.

The following is a summary of disclosures received by Manitoba Education and the Manitoba Text Book Bureau for fiscal year 2011/12.

Information Required Annually (per Section 18 of The Act)	**Fiscal Year 2011/12**
The number of disclosures received, and the number acted on and not acted on. *Subsection 18(2)(a)*	**NIL**
The number of investigations commenced as a result of a disclosure. *Subsection 18(2)(b)*	**NIL**
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. *Subsection 18(2)(c)*	**NIL**

Appendices

Table 1
Student Enrolment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	199,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	202,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	189,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	188,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	186,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	184,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	182,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	181,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	179,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	179,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	178,025

These figures are compiled on the 30th of September each year. Effective 2011, figures do not include enrolment in First Nation schools administered under educational agreement s with school divisions.
Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2011 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba, public schools only, Comparison of 2010-2011 and 2011-2012(p) School Years

		------ FRENCH-LANGUAGE PROGRAMS / COURSES ------			
	SCHOOL YEAR	FRANÇAIS	FRENCH IMMERSION	BASIC FRENCH and EARLY START FRENCH	TOTAL
Divisions/ Districts	2011-2012 p	5	22	36	37
	2010-2011	5	22	36	37
	Difference	--	--	--	--
Schools	2011-2012 p	29	103	423	493
	2010-2011	29	102	426	494
	Difference	--	1	(3)	(1)
Students	2011-2012 p	5,253	20,491	61,586	87,330
	2010-2011	5,236	19,734	62,041	87,011
	Difference	17	757	(455)	319
Grants	2011-2012 p	$1,398,339	$4,696,589	$416,907	$6,511,835
	2010-2011	$1,384,065	$4,531,862	$421,678	$6,337,605
	Difference	$14,274	$164,727	($4,771)	$174,230

(p) indicates «preliminary data»

Table 3

School Divisions' Comparative Statement of Operating Fund Revenue and Expenses

Revenue	Actual 2010/11	Budget 2011/12
Provincial Government	1,269,541,342	1,291,828,552
Federal Government	12,593,141	12,428,183
Municipal Government	545,928,227	577,915,823
Other School Divisions	10,668,923	9,530,535
First Nations	61,898,592	67,031,774
Private Organizations and Individuals	21,211,080	17,394,465
Other Sources	7,720,595	4,502,140
Total	1,929,561,900	1,980,631,472
Expenses		
Regular Instruction	1,038,245,425	1,084,485,545
Student Support Services	351,127,987	369,802,644
Adult Learning Centres	9,691,600	9,024,129
Community Education and Services	19,157,738	17,776,179
Divisional Administration	65,117,023	67,852,837
Instructional and Other Support Services	67,757,816	70,088,244
Transportation of Pupils	77,945,355	82,120,910
Operations and Maintenance	213,825,727	226,764,797
Fiscal	32,270,405	34,071,070
Total	1,875,139,076	1,961,986,355
Surplus/(Deficit)	54,422,824	18,645,117
Less: Net Transfers from (to) Capital Fund	(40,423,032)	(19,400,805)
Add: Transfers from Special Purpose Funds	79,577	0
Net Surplus/(Deficit)	14,079,369	(755,688)

Source: FRAME Financial Statements – 2010/11
FRAME Budgets – 2011/12